



# **SOCIAL WORK PROGRAM FIELD EDUCATION MANUAL**

*Social Work Program*

*Calvin University*

*Social Work 380*

*2020-2021*

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# INTRODUCTION: PHILOSOPHY AND BACKGROUND

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## CALVIN'S SOCIAL WORK PROGRAM

### The Field Education Manual

Welcome to the Calvin University Social Work Field Education Program. Calvin has a long and rich history of offering social work education to its students. To aid you in understanding Calvin University, the social work program, and your role in the field experience, this handbook was written with the following purposes in mind:

1. to help prepare social work students for their field education experience.
2. to orient field instructors to the social work program's curriculum and perspective.
3. to provide easy access to all relevant field education policies and procedures.

The Field Education Manual is a reference for everyone involved in field practice. If additional information is needed about the Calvin University social work program, the reader is referred to the Social Work Student Handbook, Faculty Liaison, Field director, or Program Director.

### Overview

Our mission at Calvin is to offer a Christian education enriched by the insights of the Reformed heritage. We work to enable students to grasp a vision of God's sovereignty over all of life and to move toward a life of informed Christian involvement and action. We teach that people are God's creatures intended to reclaim God's creation through the redemptive power of love so powerfully expressed through Christ's death for us.

Social work is a profession devoted to professional caring and involvement. It began under religious auspices in the nineteenth century and historically has served and advocated for those persons whose needs have been ignored or minimized by mainstream society. Currently the National Association of

Social Work (NASW) defines the practice of social work as:

The professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors.

([www.naswdc.org/practice](http://www.naswdc.org/practice))

There is a clear link between the kingdom work of Reformed Christians and the activities of professional social workers; both involve serving people in need. It is not surprising then that many Reformed Christians have entered the profession of social work as an expression of their faith. Calvin University has acknowledged this link through its course offerings, and has offered social work courses for the past sixty years.

### History

Calvin University offered its first social work course in 1934. This was a course in social casework that involved classroom work and volunteer service for area social service agencies. In the late 1960s, a course in social welfare policy and one in social work practice was introduced. By 1971/72, Calvin was offering internship experiences in social work. In 1981/82, Calvin began offering its first formal social work program: a supplementary concentration consisting of five social work courses and an additional psychology or sociology course. In 1982/83, the Department of Sociology changed its name to the Department of Sociology and Social Work. In 1986/87, with the addition of a social work interviewing course, the supplementary concentration (by then called a group minor) was changed to include six social work courses: a welfare policy course, a practice course, a child welfare course, the interviewing course, and two semesters of field education. Students would major in Sociology or Psychology and take the group minor in Social Work. In 1989/90, the BSW curriculum was implemented and the first group of B.S.W. students graduated in May 1990. In June 1992, Calvin's BSW

program was granted accreditation by the Council on Social Work Education; Calvin's BSW program was re-accredited in June 1997, June 2005, and June 2013.

### **Field Education**

For the Calvin BSW student, social work field education is the culmination of four years of hard work. Students are offered the opportunity for self-critical personal growth and professional development within the context of an agency setting under the field instructor's supervision and on campus in weekly small group seminars. Field Education is a time for practicing what has been learned in the classroom and getting

feedback on implementation followed by evaluation and more testing. It is a time for integration of one's world-and-life view with the ideals and realities of educational theories and the needs of the clients with whom students work. Field education is a time of anticipation, excitement, and also some fear. More than anything, it is a critical mentorship as the developing social worker begins shaping his/her professional identity.

### **Thank You**

Calvin is grateful for the willingness of agencies to open their doors to students and for field instructors who give their time and professional skills to develop social workers. Through this sharing of resources, healing and justice for all persons can be furthered.

# CSWE AND CALVIN'S FIELD EDUCATION

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promote academic excellence in baccalaureate and master's social work education. The EPAS specify the curricular content and educational context to prepare students for professional social work practice and set forth basic requirements for these purposes. An integrated curriculum design includes program mission and goals, implicit and explicit curriculum, and assessment (CSWE, 2015).

According to the CSWE, "the purpose of the social work profession is to promote human and community well-being. Guided by a person and environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally" (CSWE, 2015, p. 5).

To this end, the curriculum must include a liberal arts perspective and the development of professional competencies. Professional competencies include the following areas (see Appendix B: THE COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND STANDARDS for a more complete description):

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

CSWE considers field education the "signature pedagogy" of any BSW/MSW curriculum, placing field education as the center of importance with regard to social work education. CSWE (2015)

states, "The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies" (p. 12).

Field education is an integrative experience which reinforces and deepens previous learning acquired in the liberal arts courses as well as in the professional social work competencies. Field education facilitates the development of new knowledge, skills, and competencies through the practice behaviors. Field education provides students with the opportunity to apply classroom learning in actual social work practice situations.

As an integrative experience intended to reinforce and deepen previous learning, the activities and tasks for field education must therefore flow from the social work major and core competencies. From these social work major and core competencies, students construct a learning contract which guides their experiences in field practice.

The social work program administers field education (CSWE, 2015, p.12-13) consistent with program goals and objectives that:

- Provides for a minimum of 400 hours of field education for baccalaureate programs.
- Admits only those students who have met the program's specified criteria for field education.
- Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; supporting student safety; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
- Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree and at least 2 years of post-degree experience. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social

work degree, the program assumes responsibility for reinforcing a social work perspective.

- Provides orientation, field instruction training, and continuing dialogue with agencies and field instructors.
- Develops policies regarding field placements in an agency in which the student is also employed so that student assignments and field education supervision differ from those associated with the student's employment.
- Connects the theoretical and conceptual concepts of the classroom with the field setting.

- Provides generalist practice opportunities for students to demonstrate competencies with individuals, families, groups, organizations, and communities in the field setting.
- Provides students with opportunities to demonstrate competency through in-person contact with clients and constituencies (CSWE, 2015, p. 12-13).

The policies and procedures developed in this manual, therefore, are guided by the requirements of the CSWE and the mission of Calvin University.

# GENERALIST SOCIAL WORK PRACTICE

Baccalaureate social work education prepares students for generalist social work practice. This is done primarily through a competency-based approach, assisting students with acquiring core knowledge, skills, values, cognitive and affective processes, and behaviors as outlined in the descriptions of the nine key competencies identified by the CSWE (CSWE, 2015). According to the CSWE,

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the

strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, 2015, p. 11)

A generalist social work practitioner is one who, through completing a BSW program, has the social work knowledge, skills, values, cognitive and affective processes, and behaviors to work with client systems of several different sizes and degrees of complexity. The clients of a generalist practitioner may include individuals and families, small groups, organizations, and communities.

Additionally, generalist social workers employ a “general method” of social work practice which has these dynamic stages: engagement, data collection, assessment, intervention, evaluation, and termination.

Students who graduate from Calvin University’s BSW program will be prepared to function effectively as generalist social workers in entry-level positions.

# A STRENGTHS PERSPECTIVE IN SOCIAL WORK PRACTICE

One of the goals of the BSW program at Calvin is to promote and develop in students an understanding of social work knowledge, values, and skills with a strengths perspective emphasis. Furthermore, it is one of the program's competencies to understand and apply the principles of the strengths perspective to generalist practice with client systems of all sizes.

The strengths perspective rests on the following principles: First and foremost, despite life's problems, all persons and environments possess strengths which can be marshaled to improve the quality of clients' lives. Practitioners should respect these strengths and the directions in which client systems wish to apply them. Second, trauma, abuse, illness, and struggle may be injurious, but they may also be sources of challenge and opportunity. Third, social work practitioners do not know the upper limits of the capacity for growth and change in their clients. Fourth, discovering strengths requires a process of cooperative exploration and collaboration between clients systems and workers; "expert" practitioners do not have the last word on what clients need. Fifth, all environments—even the most bleak—contain resources. Sixth, social work practice takes place within a context of caring and caretaking which emphasizes that people have the right to be cared for and to care for others (Saleebey, 2009 p. 15-18).

# GENERALIST SOCIAL WORK PRACTICE WITHIN A REFORMED CHRISTIAN PERSPECTIVE

In Reformed Christian thinking, God is sovereign over all of the world and every living creature. The Christian life is a person's response to God's revelation of Himself through the Holy Scriptures and His creation. Living that life involves everything a person does, whether it be selling insurance, studying Spanish, nurturing one's children, participating in a worship service, or practicing as a professional social worker. All activities and callings are potentially of equal value and all can be carried out in a manner faithful or unfaithful to God's revelation. It follows, then, that crucial to living the Christian life is being informed about God's creation and discerning from God's revelation of Himself through the Scriptures and His creation, as best we can in this life, the manner in which Christians ought to relate to the many parts of God's creation.

A Reformed-Christian perspective has definite implications for how Calvin's BSW program conceptualizes generalist social work practice. In both social work courses and student seminars, we seek to integrate Reformed thought with generalist practice. Reformed thought views God's special revelation (the Bible) as teaching that there are three predominant turning points in God's relationship to His creation: first, God made everything in the world perfect — physical, biological, psychological, social, cultural, and spiritual reality (Creation); second, sin entered the world and distorted the creation (the Fall); third, God, in infinite love, sent His Son to sacrifice Himself for the disobedience of human beings, offering the hope of ongoing restoration of the Creation (Redemption).

Reformed thought differs from many other theologies in that it gives primary emphasis to the "relationships" among the various parts of creation, rather than to the parts themselves. Thus, in reflecting

on the impact of the Fall on human beings, Reformed thinkers emphasize the distortion in relationships that occurred between people and their environments, between people and God, between persons, and so forth. Similarly, in reflecting on the implications of Redemption, these thinkers emphasize that, because God has not abandoned His world but rather sent His Son to redeem it, healing and justice can occur in the many broken relationships in life. In Reformed-Christian terminology, this process of restoring broken relationships in the world is often called "transforming culture" toward the ideal relationships intended by God in the Creation. We have conceptualized generalist social work practice in the BSW at Calvin to be an aspect of this transformational process of healing and promoting social, economic, and interpersonal justice in an imperfect world. God's presence and work in the world make such a process possible.

Thus, a worthy calling for a Christian is to gain the professional knowledge and skills necessary to productively aid client systems in meeting their developmental needs and to contribute to the restoration of a troubled world. Indeed, within a Reformed view, professional social work is one important form of Christian discipleship.

In addition, as Calvin's BSW program has matured, we have come to believe that transforming broken relationships at all levels of society is best accomplished by practitioners focusing on and identifying the strengths of client systems and the directions in which they want to apply them. We believe this "strengths emphasis," integrated throughout the courses in the social work major, reflects the redemptive theology of a Reformed, Christian outlook.

# FIELD EDUCATION PARTICIPANTS: ROLES AND RESPONSIBILITIES

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The following responsibilities for field education participants have been identified.

## **The University**

### *Social Work Program*

1. Prepare students academically for field education through a basic liberal arts education and social work courses.
2. Admit students to the social work program and make final decisions regarding student's readiness to enter the field education program.
3. Offer opportunities for agency personnel to participate on the BSW Advisory Board.
4. Welcome recommendations for program changes from agencies, incorporating such suggestions into the social work program when appropriate.
5. Assume final responsibility for insuring that field education meets accreditation requirements.
6. Reserve the right to delay, cancel, or discontinue the agency contract in situations not conducive to learning.
7. Provide liability insurance for students in training as covered through the social services professional liability coverage offered in the Calvin University plan. The only exception is if students are driving their personal vehicle, the primary insurer will be the student's personal auto insurer.

### *Social Work Field Education Director*

1. Recruit and select agencies from a wide range of practice settings that are interested in undergraduate social work education and who can provide a generalist social work experience.
2. Interview new field instructors to ensure they meet the university's requirements for field education instructors.
3. Create and maintain an up-to-date field education manual for field instructors, faculty liaisons, and students.
4. Assist students in determining their particular needs, abilities, and goals for field education.
5. Inform students of various field agencies and supervisors through individual or group

interviews and through former student/faculty liaison evaluations of agencies and supervisors.

6. Provide a field education application and screening process that assures that students are prepared for field education and which provides agency personnel with appropriate information on students referred for placement.
7. Match students with particular agencies for field education based upon student needs, abilities and goals, academic work, feedback from faculty, and the characteristics of the field agencies.
8. Contact agencies with student referrals for placement providing basic information about students for review by agency personnel.
9. Follow-up with such agencies, pairing the student after the pre-placement interview to determine each party's continued interest in placement. If the student is appropriate for agency placement, the formal agency-school contract must be reviewed and signed by agency and university representatives.
10. Provide a seminar, in consultation and cooperation with faculty liaisons, where students may share field practice experiences, integrate theoretical knowledge, consider ethical and value issues, and provide professional support to one another.
11. Provide regular in-service training for field instructors to assist them in fulfilling their supervisory roles.
12. Maintain ongoing awareness of research and trends in field instruction to ensure that curriculum, policies, and procedures are current and up to date.
13. Develop and maintain an Advisory Board to review curriculum and field education policies and address general concerns.
14. Review student evaluations of field education experiences and consider these in the planning of future placements.

*Faculty Liaison* (the following responsibilities apply to the group of students assigned to the liaison, not all social work students)

1. Conduct seminar for field students and monitor time spent in field agencies.
2. Help students develop learning contracts compatible with generalist social work practice.
3. Monitor students' field education experiences to ensure that all competencies and practice behaviors are addressed and tasks for each are completed.
4. Be available to students as questions or problems arise regarding course work or field practice.
5. Meet with field instructors each semester to ensure coordination and cooperation between agencies and the university, to review student progress in tasks related to competencies and practice behaviors, and to participate in final evaluation of students. There is no absolute number of visits to agencies by the faculty liaison that is the "right" number of visits. Minimally, two agency visits must occur during an academic year. Variables such as the experience of field instructors, their familiarity with Calvin's program, involvement in program in-services, and the strengths of students all influence the number of visits to an agency by the faculty liaison.
6. Inform field instructors of university program developments that affect the field education program.
7. Distribute relevant course syllabi and related materials to field instructor.
8. Assist field instructors, when needed, to develop teaching skills, and work with the students to integrate class and field practice learning.
9. Be available for joint or individual consultation with students and agency representatives when problems arise in placement.
10. When a student or an agency requests termination of a placement, the faculty liaison should conduct individual and/or joint conference(s) with the student and field instructor to attempt to resolve the issues. If resolution is not possible, the student's termination from the agency placement should be facilitated by the faculty liaison. A written summary of the pertinent concerns

and dates of meetings should be given to the field director. The field director should be informed at each step in this process.

11. Provide written documentation for the field director of each contact with the field instructor and/or student.
12. Recommend to the field director whether a given agency or field instructor should be used by the university in the future.
13. Determine students' grades, taking into consideration the impressions of both field instructors and students.
14. Share feedback from students with agencies and field instructors such that positive experiences can be commended and areas for further development identified in an effort to improve the quality of field instruction.
15. Read and be familiar with the contents of the field education manual.

## **The Agency**

### *Agency Administration*

1. Sign a formal written contract with the university regarding field education participation. The university will take responsibility for developing the contract based upon consultation with the agency (Appendix I: FIELD EDUCATION AFFILIATION AGREEMENT).
2. Provide field instructors who meet university criteria for field education instructors.
3. Provide field education instructors with appropriate release time to engage in student instruction and to attend university-sponsored in-service orientation and training.
4. Provide the student with a written plan for agency orientation (Appendix C: ORIENTATION).
5. Reimburse students' mileage for field assignments.
6. Ensure that students are not used as substitute staff or do not displace staff.
7. When an agency is large and complex, it may want to designate a coordinator for the field education, i.e. an "agency-based liaison."

### *Agency-Based Field Instructor*

1. Show interest and ability in providing field education instruction and meet the university's criteria for field education instructors.
2. Participate in school-sponsored orientation. As needed, attend in-service training related to field education.
3. Assist students in developing their learning contracts.
4. Provide regular, weekly supervision and instruction of at least one hour per week to assist and support students in ongoing learning, performance evaluation, and increased professional self-awareness.
5. Provide learning experiences that give students professional responsibilities in accordance with generalist social work practice; namely, practice with individuals, families, groups, organizations, and communities.
6. Inform the faculty liaison and student of any significant performance problems as they occur.
7. Participate in student conferences and semester evaluations by preparing a written review of the student's performance, sharing and discussing it with the student, and providing the faculty liaison or field director with a signed copy.
8. When applicable, participate in an exit interview that includes a discussion of the issues raised in a student's agency evaluation and feedback to the faculty liaison regarding the quality of the field education experience.
9. Provide office space and other supplies that contribute to student learning process.
10. Possibly participate on the program's Advisory Board.
11. Read and be familiar with the contents of this field education manual.
4. Initiate and take responsibility for developing a learning contract with field instructor.
5. Participate in the weekly on-campus seminar and comply with seminar expectations.
6. Communicate with the assigned faculty liaison when problems arise at the field agency that cannot be resolved with the field instructor.
7. Contact the field instructor when unable to fulfill professional responsibilities on a given day.
8. Receive clearance from the field instructor for use of agency material for any purpose, including seminar assignments.
9. Adhere to the *NASW Code of Ethics* (Appendix A: NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS).
10. Participate in weekly supervision and instruction with the field instructor by preparing a written agenda.
11. Participate in the end of semester evaluations (Appendix E: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- MIDTERM and Appendix F: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- FINAL).
12. Provide the field instructor and faculty liaison with a written evaluation of the field education experience (Appendix G: STUDENT'S EVALUATION OF FIELD EDUCATION SITE AND INSTRUCTOR).
13. Be responsible for securing physical examinations and/or immunizations required by the agency prior to beginning placement.
14. Read and be familiar with the contents of this field education manual.

### **The Student**

1. Attend the university's orientation related to field education.
2. Engage in a minimum of 400 agency-based practice hours during the academic year.
3. Follow agency policies governing office and administrative procedures, personnel policies, and recording guidelines.

### **The Advisory Board**

The Advisory Board is established to provide direction, support, and feedback regarding the social work program to the social work faculty. Committee members consists of field instructors, agency directors, and other social workers representing diverse social work practice settings who are interested in and committed to baccalaureate social work education. Members of the committee are selected upon the recommendation of the community, including field instructors.

The Advisory Board meets each year. Possible agenda items include: overall program evaluation, curriculum development, continued education for

field instructors, potential tasks and activities for practice behaviors for the learning contract, recruitment/development of field agencies and instructors, and field education manual revisions.

The Advisory Board also conducts exit interviews with graduating seniors. Interviews will be used to inform curriculum development and program improvements. The names of persons currently serving on the Advisory Board can be found in Appendix K: CALVIN UNIVERSITY BSW ADVISORY

# CRITERIA FOR AGENCY SELECTION

Agencies are sought where students will have the opportunity to prepare for the profession of social work as entry-level generalist practitioners with individuals, families, groups, organizations, and communities. Furthermore, a variety of social work settings are sought such that student interests and skills can be matched with agency needs, resulting in mutually beneficial placements. Settings where social work services are primary, are equal partners in interdisciplinary cooperation, or are a secondary discipline in a host setting are all seen as valued placements, assuming they meet the criteria listed below:

- The agency has sufficient volume and flow in its programs such that students are offered a wide range of generalist practice learning experiences with multi-level client systems.
- The agency's programs and intervention methods are clearly defined and carried out.
- The student has opportunities for practicing a wide range of generalist social work practice behaviors including engagement, assessment, intervention, and evaluation.
- The student has opportunities to utilize generalist practice behaviors with individuals, families, groups, organizations, and communities.
- The agency is willing to commit the time and resources of a field education supervisor who will guide the student's learning experiences, provide weekly supervision, negotiate learning experiences which complement the work of the agency and the BSW program expectations, participate in evaluations, and attend appropriate on-campus orientations and workshops.
- The agency provides necessary measures to protect students' safety. This may minimally include training in the following areas: policies and procedures for conducting home visits; policies for interacting with

potentially aggressive or violent clients; skills for environmental awareness; check in/out procedures; and procedures for handling emergencies.

- The agency provides services to diverse population groups.
- The agency's philosophy and delivery of service is in compliance with the NASW Code of Ethics.
- The agency is willing to help the student develop an individualized learning contract that connects tasks to the competencies and behaviors necessary for competent generalist practice.
- The agency is willing to sign the Field Education Agency Affiliation Agreement.
- The agency has a system of community accountability (e.g., a board of directors, fiscal accountability via budget reviews, oversight by an accrediting agency).
- The agency acknowledges in the affiliation agreement that it complies with Equal Opportunity Employment laws.

Agencies which are not considered for field placement include agencies:

- With unusually intense morale problems, resulting in high staff turnover.
- Where a key supervisory or administrative position is vacant.
- That are undergoing massive reorganization.
- That consistently refuse to release staff to participate in university-sponsored events.
- That are not in compliance with applicable federal, state, and local laws regarding non-discrimination or the standards of the profession.
- That do not meet the criteria for field supervisors (see next section).

# CRITERIA FOR INSTRUCTOR SELECTION

To meet the challenges of educating social work students and to meet the requirements of the Council on Social Work Education (CSWE), the field education supervisor must meet the following criteria:

- Hold a BSW or MSW degree from an accredited school. Two years of social work practice experience after being awarded the social work degree is ordinarily required. If the field supervisor does not have a BSW or MSW the agency must meet the requirements specified below.
- Be committed to the values of the social work profession.
- Be competent in practice.
- Have an interest in and ability to teach, including the ability to select appropriate learning experiences and to integrate academic content and field education experiences.
- Be knowledgeable about the community and its resources.
- Have the support of the agency in undertaking the supervision of a student.
- Be willing to attend orientation for new supervisors or be available for individual orientation by faculty liaisons. All field supervisors are expected, along with students, to attend the fall in-service orientation. They also are encouraged to attend other in-services on an “as-needed” basis.

In all field placements, the wish is to provide the student with MSW or BSW supervision. However, there are potential field agencies in Western Michigan which have no BSW or MSW social workers on staff, even though these agencies provide generalist social work services. To rule these sites out of consideration deprives students of potentially excellent exposure to social work client populations. It also deprives certain agencies of advantages associated with

being a field education site for an accredited social work program. These advantages include close contact with innovations and developments in the social work profession. In these circumstances, the agency is first encouraged to reach out to community members and/or advisory board members who meet the supervisory requirements and who are active in the agency to serve as the supervisor on record. In these cases, these supervisors must meet regularly with the student, review the learning contract, participate in the site visits, and provide guidance to the day-to-day/task supervisors. If the agency is unable to identify a field supervisor, the following conditions must be met:

1. The agency director and designated field supervisor understand and respect the link between their services and BSW generalist education. The field director meets with the agency director and field supervisor and outlines the requirements for BSW education as well as the requirements for fulfilling the learning contract. The Agency Affiliation Agreement also formalizes the agency’s commitment to BSW education.
2. The field supervisor is willing to attend orientation and in-service training, and overall, become familiar with the program and the generalist model of social work practice, including the competencies and behaviors. The field director provides an overview of generalist social work practice in the supervisor training including a review of the generalist model, an overview of the core curriculum and its role in the social work program, and an overview of the courses offered in the social work program and the competencies addressed by each course.
3. The faculty liaison is able to assume the role of supervisor of record. Faculty liaisons provide assistance to student and supervisor in developing the learning contract outside of class and identifying tasks and activities for the competencies that are appropriate to BSW level social work practice. Faculty liaisons also provide regular feedback to both student and supervisor with regard to connecting tasks and activities to the theories and concepts learned in their coursework.

# CURRICULUM DEVELOPMENT

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## BACHELOR OF SOCIAL WORK COURSE OVERVIEW

### Core Requirements for the BSW program

- Developing a Christian Mind (3 credits)
- First Year Seminar (1 credit)
- Written Rhetoric (3 credits)
- Foundations of Information Technology (1-3 credits)
- Rhetoric in Culture (3 credits)
- Health and Fitness (3 courses, 1 credit each)
- Foreign Language (to achieve a 202 level, 0-12 credits)
- Historical Foundations (3 credits)
- Philosophical Foundations (3 credits)
- Biblical or Theological Foundations I and II (2 courses, 6 credits total)
- Persons in Community (2 courses, 6 credits total)
  - PSYC 151 Introductory Psychology: Perspectives on the Self
  - SOWK 250 Diversity and Inequality in the United States
- Societal Structures in North America (SSNA) (2 courses, 6 credits total)
  - SOC 151 Sociological Principles and Perspectives
  - One additional SSNA course
- Literature (3 credits)
- Global and Historical Studies
  - SOWK 260 Global Issues and Perspectives (3 credits)
- The Arts (3 credits)
- Mathematics
  - SOWK 255 Social Science Statistics (4 credits)
- The Living World (Physical) (exempt)
- The Living World (Living)
  - BIO 115 Human Biology (4 credits)
- Cross-Cultural Engagement
  - SOWK 381 Social Work Capstone Seminar (4 credits)
- Integrative Studies
  - SOWK 381 Social Work Capstone Seminar (4 credits)

## Social Work Major Courses

The social work major consists of 12 courses (47 semester hours) and several required core courses. The courses in the major include the following:

**SOWK 240 Introduction to Social Work and Social Welfare.** Fall and Spring (3 hours). Students will discover what it means to be a professional social worker in this course. With attention to the importance of diversity, history, and the experiences of at-risk populations, students will explore the range of social services and advocacy opportunities for work with individuals, families, groups, communities, and organizations. This will include an exploration of several areas of practice, such as poverty and inequality, housing and homelessness, family and child welfare, health and health care, disability, mental health, substance use, and criminal justice. Students will approach social issues from a strengths-based and systems-based view of persons in their environment. This course has no prerequisites and is typically taken in either a student's first year or sophomore year. This course is a requirement for program admission.

**SOWK 250 Diversity and Inequality in the U.S.** Fall and Spring (3 hours). This course analyzes the social meanings of our various identities (i.e., race-ethnicity, class, and gender), how these identities affect our self-concepts, and the impact of these identities upon our social and societal relationships. The primary objectives of this course are to study the social definitions of gender, race, and class, to examine the impact of these social constructs on human behavior, identity, and interactions with other persons, to develop a sociological understanding of the nature of structured inequality, and patterns of discrimination, to become familiar with social-scientific methods appropriate for the studying of diversity and inequality, and to understand the promise and challenge of biblical reconciliation for seeing ourselves as image bearers of God and for easing the social tensions associated with diversity and inequality in the United States. This course has no prerequisites and is typically taken in either a student's first year or sophomore year. This course is a requirement for program admission.

**SOWK 255 Social Science Statistics.** Fall and Spring (4 hours). Students will be introduced to social statistics and statistical analysis software as a tool for social research. Throughout the course, students will learn theoretical statistical concepts as well as skills to perform data analysis. Students will analyze data and present findings to develop skills as a critical consumer of statistics, with an emphasis on developing virtuous practice in the ethical use of statistics. This course fulfills the Mathematics core

category for social work majors. Students typically take this course in the sophomore or junior year. It is a pre-requisite for SOC/SOWK 355 Social Research.

**SOWK 260 Global Issues and Perspectives.** Fall and Spring (3 hours). Students will understand the history and practice of global social work, with a particular focus on human rights and development. Using a framework of social exclusion, students will look critically at specific social justice issues facing the global community and the field of international social work such as international migration, human trafficking, international adoption, world poverty, and public health. Students will advance their understanding of global issues and their impact on practice and policy at all levels. This course fulfills the global and historical core. Social work majors can take this course at any point, although most students will take it during their sophomore or junior year. It has no pre-requisites and is not a pre-requisite for other social work major courses.

**SOWK 355 Social Research.** Fall and Spring (3 hours). Students develop an understanding of quantitative and qualitative research methods in the social sciences. In collaboration with community partners, students conduct a research project by describing a social issue and developing research questions, conducting a literature review, selecting appropriate methods, collecting and analyzing data, and communicating results to a vested community audience. Students consider implications of social research findings for practice and policy. Through the course, students develop an awareness of the importance of social science research as a means to understand ourselves and the world around us. This course is typically taken in the sophomore or junior year. SOC/SOWK 255 Social Science Statistics is a pre-requisite.

**SOWK 350 Human Behavior and the Social Environment.** Fall and Spring (4 hours). This course involves a study of persons in their environment with a particular focus on human behavior and development. Persons are described as biological, psychological, social, cultural, and spiritual beings who grow and develop throughout their lives. Theoretical frameworks enable students to assess, predict, and explain micro, mezzo, exo, and macro influences on human behavior and development. Prerequisites for social work majors and minors only include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives, SOWK 240 Introduction to Social Work and Social Welfare, and BIO 115 Human Biology. This course is typically taken in the junior year.

**SOWK 360 Social Welfare Policy Analysis.** Fall and Spring (3 hours). This course helps students examine and think critically about how social welfare policies in the United States affect client systems. Specifically, students examine how the definitions of social problems as well as structural and institutional barriers influence social welfare policy and practices. Students are introduced to the history of social welfare policies, ideologies and values that influence policy decisions, and major policies that influence social work practice (e.g., TANF, OASDI, Medicare). Students will evaluate and analyze policies as well as develop practical advocacy skills in relation to human rights and social, economic, and environmental justice. Prerequisites for social work majors and minors only include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the junior year.

**SOWK 370 The Helping Interview.** Fall and Spring (3 hours). Through experiential work in a laboratory setting, students will learn the skills to conduct a solutions-focused helping interview. Students will conduct several types of recorded interviews, participate as role-players, and provide constructive feedback to peers. Students will also engage contextual material about ethical issues, a Christian view of relationship, and the importance of diversity and difference. Prerequisites include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the junior year. It is a pre-requisite for upper-level practice courses, such as SOWK 371 Generalist Practice with Individuals, Families, and Groups and the recently added SOWK 373 Generalist Practice with Groups and Families.

**SOWK 371 Generalist Practice with Individuals, Groups, and Families.** Fall (4 hours). Students will develop competencies in advanced generalist social work practice with individuals. Students develop skills in engagement, assessment, intervention, evaluation, and termination within a problem-solving context. Special attention is given to integrating issues of diversity and inclusion into practice, and to competent and ethical documentation. SOWK 370 The Helping Interview is a prerequisite. This course is taken in the senior year. Currently (academic year 2019-2020), this course is *Generalist Practice with Individuals, Groups, and Families* and includes content at the micro and mezzo levels.

**SOWK 372 Generalist Practice with Organizations and Communities.** Fall and Spring

(3 hours). Students will develop competencies in advanced generalist practice with organizations and communities, with an emphasis on how social workers engage, assess, plan, implement, and evaluate change at the macro level. Students will examine the historical roots of social work in macro practice and the social gospel. Students will deepen their understanding of the profession's ethical commitments to economic, social, and environmental justice, and to anti-oppressive models of trauma-informed community practice that build off individual strengths and community assets. Prerequisites for social work majors and minors only include PSYC 151 Introductory Psychology: Perspectives on the Self or SOC 151 Sociological Principles and Perspectives and SOWK 240 Introduction to Social Work and Social Welfare. This course is typically taken in the senior year, although it may be taken in the junior year.

**SOWK 380 Social Work Field Education.** Fall, Interim and Spring, (5 hours-F, 5 hours-S). Students will integrate academic learning into social work practice through the completion of a 400-hour social work field education experience paired with a weekly professional seminar. The professional seminar will allow students to process their field experiences. Students will apply areas of social work content to experiences in the field, including professionalism, the planned change process, social policy, human diversity, and professional ethics. Within the field setting, students will interact with client systems at the individual, family, group, community, and organizational levels, and will process these interactions with their peers in the professional seminar. The pre-requisite for SOWK 380 Social Work Field Education is admission to the BSW program and field education.

**SOWK 381 Social Work Capstone Seminar.** Fall and Spring (4 hours). Students will integrate the content of their courses in the social work major and a Christian worldview. Students draw on core values and principles from the profession and from the Christian faith as they discuss issues associated with professional role and identity. SOWK 240 Introduction to Social Work and Social Welfare is a prerequisite for social work majors and minors only.

**SOWK 390 Independent Study.** Fall and Spring (1-3 hours). Calvin University provides the opportunity to do independent research or reading when students have demonstrated their competence in social work classes and have shown the ability to study on their own initiative. It must be approved by the instructor directing the study, the social work department chair, and the registrar's office. It must be subject to the supervision of the instructor during that term.

# EDUCATIONAL GOALS

## Program Mission Statement:

To participate in God's work of renewal by preparing students who embrace the purpose and values of the social work profession and demonstrate competence for generalist practice at the BSW level.

## Program Goals:

1. To prepare students for competent, entry-level, generalist practice with diverse populations at the individual, family, group, organization, and community level.
2. To promote the use of a strengths perspective regardless of setting, social issue, type of practice, or client level.
3. To foster a commitment to integrity, service, the dignity and worth of all people, the importance of relationships, and the pursuit of social justice, as rooted in a Reformed Christian liberal arts education.

## Social Work Major Competencies:

BSW graduates will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

# FIELD EDUCATION LEARNING CONTRACTS

## RATIONALE

A learning contract is an agreement designed by students and field instructors that assures an educational focus to the field experience. It lends specificity and individualization to the social work major core competencies and practice behaviors (noted in previous section) and guides basic knowledge and skill attainment as a generalist social work practitioner.

Students must identify learning tasks, activities, or experiences in the field education site for each core competency and practice behavior that will help them develop competency in each area. Minimally, two learning tasks should be noted for each practice behavior. Many competencies call for more than two learning tasks or activities to demonstrate practice behaviors.

A number of circumstances unique to social work field education require students to design an individual learning contract. Agencies vary in size and complexity. They provide a variety of services to diverse populations and differ in the provision of such services. Differences also exist among field instructors as far as backgrounds, theoretical orientations, and the number of responsibilities they are willing to give students. Although these variations bring richness to the field curriculum, the danger exists that students will be prepared only as skilled technicians in a particular setting. Students, field instructors, and faculty liaisons must work together to achieve the educational goal of preparing generalist social work practitioners.

Constructing a learning contract benefits both students and field instructors:

1. The contract provides overall structure for the placement experience, ensuring the educational focus of field education and facilitating the learning process. Developing a contract stimulates discussions of program expectations and encourages and affirms students as critical participants in the design of their education.
2. The contract forms the basis for describing students' progress as they

move through the field education experience.

3. Students' anxieties are reduced regarding the evaluation process because they have clear criteria concerning their evaluations.

A meaningful learning contract cannot be developed in the first week of field practice.

Field instructors must take time to get to know students' individual needs, goals, experiences, skills, strengths, and knowledge gaps. Students need orientation to agencies and their learning opportunities. Following an adjustment period, students and field instructors will be better equipped to form an individualized contract. Ultimately, however, the students have primary responsibility for drafting and finalizing the learning contract.

Learning contracts should be treated as dynamic.

Learning opportunities will change throughout the field education as students meet and accomplish a variety of challenges. Learning contracts will be revised midway through the field education experience to reflect students' learning.

## PRE-PLANNING

Students need to consider the following guidelines for constructing learning contracts:

1. Review and understand the EPAS (Appendix B: THE COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND STANDARDS). Because field education is intended to reinforce existing learning in each of the core competency areas, as well as facilitate new learning in these same areas, learning contracts must reflect these competencies and practice behaviors.
2. Review and understand the social work major mission, goals, and core competencies.
3. Recognize that generalist social work practitioners must be prepared to intervene with multiple system levels (i.e., individuals, families, groups, organizations, communities). Therefore:
  - a. Learning contracts must identify learning experiences for each core competency.

- b. While it may not be possible to implement the entire generalist method from engagement through evaluation for every client system level, students should seek opportunities to perform tasks for as many client system levels as possible. Minimally every practice behavior should have at least two tasks for at least one client system level.
4. Review the evaluation tool that will be used at the end of the semester (Appendix E: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- MIDTERM and Appendix F: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- FINAL. The evaluation flows directly from learning contracts. A carefully constructed contract should position students well for meeting evaluative criteria.

#### **USING THE LEARNING CONTRACT IN THE FIELD**

1. Field instructors and students should refer to the learning contract as a guide for future learning assignments/experiences during weekly supervised instruction times.
2. Students should document learning contract experiences in their journals.
3. Evaluation conferences utilize the learning contract as one indicator of students' performances.
4. The learning contract is revised midway through field practice to reflect changes in the field experience.

# FIELD EDUCATION PROGRESSION

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## POLICIES AND PROCEDURES GOVERNING ADMISSION TO FIELD EDUCATION

In the evaluation of transfer credits or life experiences, academic credit is not given in Calvin University's BSW program for life or previous work experience. This policy applies to all courses in the BSW program including Social Work 380, Field Education. Before students are accepted for participation into BSW Field Education, they must:

1. Students must be members in good standing in the BSW program.
2. Students must have completed at least 70 semester hours, including the necessary social work prerequisites, by the end of the year prior to their field experience. Any exceptions must be approved by the Social Work Program Committee.
3. Students must have an overall GPA of at least 2.5.
4. Students must have satisfactorily completed (i.e., minimum of C for courses beyond SOWK 250; minimum of C- in SOWK 240 Introduction to Social Work and SOWK 250 Diversity and Inequality in the United States) or be in the process of completing SOWK 240 Introduction to Social Work, SOWK 250 Diversity and Inequality in the United States, SOWK 255 Social Science Statistics, SOWK 260 Global Issues and Perspectives, SOWK 350 Human Behavior and the Social Environment, SOWK 355 Social Research, SOWK 360 Social Welfare Policy Analysis, and SOWK 370 The Helping Interview. Any exceptions must be approved by the Social Work Program Committee.
5. Students must complete a field education application on the online Intern Placement Tracking (IPT) platform. The application requires that students identify completed course work, previous social work experience (paid or volunteer), factors leading to their selection of social work as a major, and their perception of critical issues in social work practice. The application further requires that students

consider the field of generalist social work practice they prefer for field education, complete a professional development statement, and attach a resume and academic transcript. The full application is below.

6. Students are required to participate in a pre-field education interview with the field director. The interview includes a review of the student's application, a discussion about the student's preference for placement, and an overview of the process for placement. If there are questions or concerns about academic work or co-curricular participation such as extensive commitments in student clubs, sports, or employment, such concerns are also discussed.
7. Students must request an exception for a block placement or an approved off-campus field education (one semester) if they wish to complete field education in this way rather than through a concurrent placement (two semesters). A student's request for an exception should be made at the interview with the field director.
8. Students and the field director also process requests for using employment settings as field education sites during the application process.

Students should remember that admission to field education is not guaranteed simply because one has been accepted into the BSW program. The application process for field education is designed to consider with students their "appropriateness" for field education, that is, their ability to think and behave in ways that are congruent with professional social work practice. Some students, after completing the application process for field education, recognize that they are not yet ready to begin field education and choose to wait another semester or year. Please talk with the field director or any of the social work faculty if you have concerns or doubts about your ability to work effectively in field education.

Should significant reservations about a student's continuation in the BSW program arise at the point of application to field education, these will be processed by the SWPC. In cases where the committee decides to deny admission to field education, the student involved will have the opportunity to appeal the decision to the SWPC.

The following steps should be followed in applying for field education:

- Attend one of the informational meetings in the fall of each year.
- Review and begin to complete the application form for field education.

- Research possible field education placements: Visit the social work program website which lists several local agencies that have supervised field education students over the years. Information about these agencies can be found at [http://www.calvin.edu/academic/social\\_work/program/practicum.html](http://www.calvin.edu/academic/social_work/program/practicum.html).  
  
Talk with seniors already participating in field education about their experiences. A list of field education students and their placement sites is provided at the informational meeting for junior students.
- Take initiative in identifying areas of practice that are of interest. There are many good placements, but students need to be active participants in this process.
- Complete the field education application on time and return it to the field director.
- Sign up for an interview with the field director after handing in the application.
- Participate in a field education interview.
- Students will be notified in February of their field placements. They will then need to complete their pre-placement interview.

**POLICIES AND PROCEDURES  
GOVERNING RETENTION IN FIELD  
EDUCATION**

1. Field education is a semester/interim/semester sequence. This sequence is taken consecutively during the students' senior year.
2. Students are required to complete a minimum of 400 agency-based hours during their field practice.
3. Agency-based field education hours are most commonly completed according to the following schedule:  
*First semester:* 175 hours (approximately 13 hours/week)  
*Interim:* 50 hours (approximately 16 hours/week)  
*Second semester:* 175 hours (approximately 13 hours/week)

4. The increased hours per week during the interim are designed to allow students extra time to participate in agency-based activities for which they might not otherwise have time in a 13 hour/field education week. Suggestions include spending a day in court, working with other units within the agency, attending a professional conference, and spending a day with a key referral source.

Students are required to complete 400 hours of agency-based practice. In some settings and circumstances the above schedule might be difficult to accommodate (based on agency needs and/or student course schedule). In such cases, an alternate schedule (i.e., distributing the 400 hours evenly over the course of the academic year) should be discussed with the field supervisor, student, and faculty liaison.

Students completing their field education in a semester will need to log at least 30–32 hours weekly—block placement, Chicago, and Washington, D.C. students.

5. Students are required to attend and participate in a weekly on-campus seminar which augments the field education. Seminar hours may not be logged toward the 400-hour requirement.
6. A minimum grade of C is required for successful completion of Social Work 380, as well as all social work courses beyond SOWK 250. Students who receive a grade lower than C during the first semester in any social work classes may still continue in field education if recommended by the Social Work Program Committee. A student receiving a grade lower than C in SOWK 380 may continue in field education if so recommended by the Social Work Program Committee. Such situations, however, are carefully assessed. Those areas of concern regarding a student's performance and a plan for change must be made in writing by the involved parties, with the students taking initiative for planning. The plan should be carefully monitored during the subsequent semester, with students taking initiative for monitoring sessions. Students unable to achieve a C during the final semester of Social Work 380 must reapply for field education.
7. In addition to achieving a C or better in all social work courses beyond SOWK 250, students must

maintain an overall GPA of 2.5. Students whose grades fall below 2.5, or who receive lower than a C in any social work courses during the senior year, should advise their faculty liaison of this immediately and submit a written document to the Social Work Program Committee within two weeks of receiving grades. Students whose overall GPA fall below 2.5 may still continue in field education if so recommended by the Social Work Program Committee after submission of a written document outlining the areas of concern and a plan for change, and discussion with the involved parties. Such situations are assessed carefully. The plan will be monitored during the subsequent interim and/or semester, with students taking initiative for monitoring sessions. Students unable to achieve an overall 2.5 GPA during the final semester of field education and/or who receive lower than a C in any social work courses, will not be able to graduate with a BSW degree.

8. Students should be aware that in professional programs expectations include basic professional communication and critical thinking, appropriate self-awareness and self-care, professional judgment and ethical behavior, academic performance, and professional behavior in coursework sufficient to interact positively with clients. The Social Work Program Committee reserves the right to terminate a student from the program if it judges that the student's behavior has not met these criteria, or the reputation of the program or the welfare of social work clients is jeopardized. Students who are having difficulty meeting these criteria should consult with their faculty advisors immediately.
9. Students will be evaluated for admission to the field and for retention by how well they meet basic academic and professional standards. No student will be discriminated against or excluded from the social work program on the basis of disability. Students with

disabilities (i.e., physical or mental impairment that substantially limits one or more major life activities) should proactively seek accommodations by working with a disability coordinator in the Center for Student Success. The social work program will work with the student and the disability coordinator to make reasonable accommodations.

10. Should a student be refused admission to either the BSW program or field education, or should a student otherwise be informed that they may no longer continue in the program, they have the option of appealing such actions. Students terminated from the program have the right to appeal the decision. The student must submit an appeal in writing (see guidance below) to the social work program director within one week of the date of the termination from the program. The program director will forward the appeal to the Social Work Appeals Committee, which consists of a sociology faculty member, a member of the Center for Student Success, a faculty representative from another Calvin professional program (e.g., speech pathology, nursing, education), a social work student (typically one of the SWPC student representatives), and the social work program director. The student appealing may request replacement of one member of the committee if the student believes there is bias or prejudice. If the student requests that the program director be replaced, another social work faculty member will serve in this role.

The Social Work Appeals Committee will follow the process in the Social Work Handbook, processing the appeal and communicating a decision to the student in writing within two working weeks of when the appeal is received.

Students wishing to appeal the decision of the Social Work Appeals Committee should follow the University's student protest and appeals procedure, beginning at the level of the academic dean and following the outlined steps (see *Calvin University Catalog* and *Calvin University Student Handbook*). This process ensures that the student's concern is heard by a new audience.

11. Students should refer to the Social Work Program Handbook for more details on program retention and appeals policies.

# GUIDELINES FOR USE OF WORK SETTING FOR FIELD EDUCATION

The social work program does not encourage students to complete field education requirements in agencies where they are already employed. The reasons for this include the following:

- Many students have had limited professional social work experience. Students need exposure to and professional experience with a range of client systems, concerns, and agency contexts for practice.
- It is difficult to keep an educational focus to the field experience in places where students are already employed. Tensions between type and number of professional activities students are expected to carry, release time for academic commitments, and differences in supervision and evaluation expectations for students and employees are some of the difficulties inherent in such placements.

The CSWE standards regarding the use of an employing agency for field education also address the need to maintain the educational focus of the field experience, to differentiate between job and field education activities, to ensure the uniformity of administration and utilization of field placements throughout the program, and to ensure that employing agencies commit the necessary resources to further students' progress in the educational program.

Given the concerns of the social work program and the standards set by the CSWE regarding the use of one's place of employment as a field education setting, students must address the following criteria if they wish to pursue such plan:

- The agency and field supervisor must meet the criteria established by the program for agency and field supervisor selection.
- The field supervisor may not be the student's regular employment supervisor.
- The proposed field tasks and activities must be new and different experiences for the student. Likewise, the program or unit in which the student is placed must be different than the program or unit in which the student is employed.
- The proposed field tasks and activities must be congruent with the framework set by the learning contract, which builds on the

competencies and behaviors. Coverage of the learning contract competencies must be the foundation on which field experiences are chosen.

- The agency must assure the availability of release time for the student for field work and related seminar work.
- The student must have a broad range of professional social work experience prior to requesting approval for field education in an employment setting.

Students who wish to consider their employment setting as a field site must do the following:

- Submit a written request to the field director when applying for field. The written request must contain a description of present job duties and proposed field responsibilities; beginning date of employment with the agency; present and anticipated job supervisor; anticipated field supervisor; description of proposed field assignments that is grounded in the competencies and practice behaviors as outlined in the learning contract; plan for release time for meeting field expectations; a summary of previous professional social work experience; student's reasons for request of plan; and signatures from student, anticipated field supervisor, job supervisor(s), and the social work program director which indicate approval of the plan.
- Upon receipt of the student's request, the field director will meet with the appropriate agency personnel to ensure that the agency and field education supervisor meet the program's criteria and to review the proposed activities for learning.
- The student's written request and the field director's summary of the meeting with agency personnel will be discussed with the SWPC for final decision.
- A final decision will be forwarded to the student in writing not more than 30 days after the receipt of the student's written request.

Similarly, if a student is in an agency for their field placement and the opportunity for payment becomes available for that particular placement through the agency, the likelihood of such a plan being approved is minimal. What one does as a student quickly becomes blurred by what is expected of one as an employee. Students may, however, follow the

procedures identified above for the issue to be discussed and decided upon by the SWPC. In the event that such assurances are not made and/or if the field director feels that the change in status hinders the learning process and development of

competencies, such a request may be denied. Students may, however, follow the procedures identified above for the issue to be discussed and decided upon by the Social Work Program Committee.

# OVERALL PROGRESSION OF FIELD EDUCATION

Just as work with client systems progresses through a series of planned stages, the field experience can be conceptualized in a general sequence of stages and tasks.

Stage One: *ENGAGEMENT* among students, field instructors, and the university that includes an orientation to the field agency, a definition of the learning-teaching situation, and establishing expectations. The following tasks facilitate successful movement through Stage One:

1. Orientation/training by the university for first-time field instructors:  
In August, there will be an orientation/training for first-time field instructors. First-time supervisors are given an overview of the Calvin University BSW program, introduced to the EPAS, and provided with the syllabi from the senior level social work courses, including SOWK 380. Familiarity with the course expectation for students is helpful for supervisors during the field experience. Expectations for learning contracts, regular supervision, documentation, and evaluation of the student and field experience, are also discussed.
2. Orientation by the university for students and field instructors:  
During the first week of the fall semester, there will be an orientation for students and field instructors regarding field education experience. Every attempt will be made to schedule this at a time which presents minimal disruption to class schedules. Students and field instructors are required to attend the university orientation for field education. An additional in-service on safety issues in the field is required for students and is scheduled during the first month of field education. Students planning to complete field education in the spring semester are also required to attend the safety seminar.
3. Orientation by the agency to the field education site and community:  
The first few weeks of field set the tone for many weeks to come. Many students and field instructors begin field education with

high levels of anxiety and high expectations. For students, field education is a new and demanding learning opportunity which requires time and energy to become acquainted with the agency site and its requirements. Performance demands that are made before students become familiar with the agency result in high levels of stress for students and possible harm to client systems.

A formal orientation to the agency will help reduce anxiety, clarify expectations, and acquaint students with the field agency. It will also give students and field instructors time to become acquainted with each other. An orientation checklist (Appendix C: *ORIENTATION*) is provided to plan thoughtfully for students' orientation.

Time Frames: Engagement begins with the pre-placement interview (previous spring) and continues through the first few weeks of school.

Stage Two: *ASSESSMENT* and *PLANNING* of learning and teaching needs. This includes the development of an educational plan that involves the formulation of learning contracts that include the competencies and practice behaviors and tasks/activities to demonstrate each. The following tasks facilitate successful movement through Stage Two:

1. Development of the learning contract.
2. Reading and familiarity with the field education manual.
3. Individual meetings with students, supervisors, and field instructors regarding learning contract.
4. Participation in seminar.

Time Frames: Assessment and Planning begins with orientation and continues through the completion of learning contracts.

Stage Three: *IMPLEMENTING THE EDUCATIONAL PLAN* with shared responsibility for implementation of the program plans and the attainment of the competencies through the tasks and activities attached to the practice behaviors. The following tasks facilitate successful movement through Stage Three:

1. Weekly seminar on-campus.
2. Faculty liaison contacts with field instructors.
3. Movement through and accomplishment of learning contracts.
4. Seminar assignments:
  - a. Attendance and participation in seminar (fall/spring)
  - b. Weekly journals (fall/spring)
  - c. Learning contract (fall)
  - d. Learning contract addendum (spring)
  - e. Agency and community assessment paper/presentation (fall)
  - f. Cultural diversity and awareness assignment (fall)
  - g. Research assignment (spring)
  - h. Ethical Dilemma paper/presentation (spring)
5. Seminar readings (Appendix D: FIELD EDUCATION SEMINAR SYLLABUS).

Time Frames: Although ongoing, this stage formally begins upon completion of the Learning Contract. Depending upon the needs of students and the complexity of the agencies, students begin assuming professional case responsibility somewhere in the middle to latter part of the first semester. It is expected that all students are assuming professional case responsibility by interim. This stage ends near the completion of second semester.

Stage Four: *EVALUATION* of the learning through a mutual reexamination of the student's achievement of competency in each area, along with taking corrective action where and when needed, and *TRANSITIONS AND ENDINGS* at the end of the field experience. The following tasks facilitate successful movement through Stage Four:

1. Weekly supervisory/instructional conference between field instructors and students.
2. Students' self-assessment of Learning Contract each semester.
3. Semester evaluation with students, field instructors, and faculty liaison.
4. Students' evaluation of field education site and agency (see the following section).

Time Frames: While evaluation is ongoing throughout the semester, formal evaluation times occur at the end of each semester. Transitions and Endings occur at the conclusion of field education.

# EVALUATION OF THE FIELD EDUCATION EXPERIENCE

## 1. Student Evaluations:

The evaluation of a student's performance in field practice should be an ongoing process, beginning with the first day of field education, continuing in weekly supervisory sessions, and culminating in a final, written assessment. Because evaluation is an on-going process, there should be no surprises for students.

The primary purpose of evaluation is to assist students in assessing their competency for professional social work practice. On-going evaluation assists students in their own growth and development as professional social workers. As students' strengths are affirmed and areas of growth are identified, students become more competent, self-aware, and self-evaluating professionals. A second purpose of evaluation is to identify those students whose character or ability is not suited for the social work profession.

Thirty percent of students' grades are based on their performance in their field placement. The remaining 70% of students' grades will be determined by seminar assignments and participation (Appendix D: FIELD EDUCATION SEMINAR SYLLABUS).

Formal evaluations will be conducted at the end of each semester. A written evaluation will be the primary tool used to formally evaluate the students' performance in field education (Appendix E: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- MIDTERM and Appendix F: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION-

FINAL). Because evaluations have a subjective component to them, and because it is difficult to define the evaluative criteria, it is important that evaluation of students be a shared process and that both similarities and variations in assessments be discussed by students and field instructors. One way to do this would be for both students and field instructors to complete the evaluation form and then discuss it together. The ultimate responsibility for students' final semester grade rests with the faculty liaison.

If students believe that they have been evaluated unfairly, they may present a written addendum to their evaluations which should be submitted to the faculty liaison along with the formal evaluation.

## 2. Agency and Field Instructor Evaluation:

At the end of the year, students will prepare a written report evaluating the field agency and field instructors (Appendix G: STUDENT'S EVALUATION OF FIELD EDUCATION SITE AND INSTRUCTOR). This evaluation will be used in two ways:

- a. Feedback which would improve the field agency as a learning opportunity or be helpful to field instructors will be discussed with the faculty liaison.
- b. The evaluation will be used to determine whether the field agency or instructors should be utilized in the future.

Non-confidential information regarding the agency will be excerpted from the evaluation and become available to upcoming students to read in considering field agency selection.

## FIELD EDUCATION SEMINAR

Seminar is held in conjunction with the field education experience. It attempts to provide an integrative experience, facilitating the move into the arena of entry-level professional social work practice based on competency previously acquired in the academic setting. Seminar aims at integrating theoretical perspectives, life experiences, and field supervision in a manner supportive to the efforts of developing competent generalist practice.

The field education seminar has two main components: a weekly class and a weekly processing time. Students in concurrent placements will meet once a week for a field education class which will describe and apply how social work concepts fit into social work practice. They will then meet once per week with a smaller group of students in a group that will process their experiences in field and help them relate those experiences to coursework.

During the first semester of field education, students will be oriented to the field of social work as it plays itself out in their field agencies. Understanding the agency and community context of practice, policy issues germane to their site, and the development of a professional self will be emphasized. Seminar will

support these efforts by assisting students in developing a learning contract and utilizing supervision effectively.

During interim, students will be actively engaged in social work responsibilities at their agencies. Students will not meet in the field education seminar during interim.

During the second semester, students will continue their work with client systems in the field agency. Seminar will support these efforts by continuing integration of generalist social work education and professional ethics with practice.

Several assignments will be required as part of the field education seminar. These are separate from whatever assignments or learning experiences students have in the field agency. However, seminar assignments are designed to complement and enhance the field experience and to facilitate the integration of theory and practice and the development of competency. For a complete listing of seminar requirements and assignments, see the syllabus (Appendix D: FIELD EDUCATION SEMINAR SYLLABUS).

# FIELD EDUCATION JOURNALS

Students are to complete journals during their field education experience. The journal must be of satisfactory depth, quality, and style. While the journal is only one part of the field experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

Rationale for journaling is five-fold:

1. As a written exercise, it provides an opportunity for students to conceptualize learning through assessment of practice behaviors in order to identify the nature of the tasks, the rationale for activities, and how they relate to academic content and field education expectations.
2. Critically reflective journals provide the faculty liaison with an additional method for monitoring field education progress and performance.
3. Journals reviewed by the faculty liaison offer a formal feedback mechanism for students to use in developing future field education behaviors based upon identified learning strengths and weaknesses.

4. Journaling can contribute to the development of solution-building skills.
5. Journals can enhance the use of learning contracts by providing a mechanism through which students are consistently encouraged to review their progress.

Journals should be written at the end of each working day. Thirty minutes is the recommended time guideline to complete the entry. Students will use the journal format provided in the syllabus and will include the tasks and activities completed as they correspond to the competencies and practice behaviors, a reflection of their own feelings and experiences, a discussion of the integration of their liberal arts and social work program courses with their work in the field agency, and also provide a link to the learning contract. Journals are to be written daily and submitted weekly to the faculty liaison via electronic drop-box in Moodle. Each week, one single document containing the daily journals must be submitted via drop-box. Further information about the journals can be found in the syllabus (Appendix D: FIELD EDUCATION SEMINAR SYLLABUS).

In all journal entries, it is essential that client confidentiality be protected.

# APPENDICES

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## APPENDIX A: NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

### Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's

ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital

platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

### **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

## **1. Social Workers' Ethical Responsibilities to Clients**

### *1.01 Commitment to Clients*

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

### *1.02 Self-Determination*

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### *1.03 Informed Consent*

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

### *1.04 Competence*

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of

the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

#### *1.05 Cultural Awareness and Social Diversity*

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

#### *1.06 Conflicts of Interest*

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former

clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

#### *1.07 Privacy and Confidentiality*

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social

worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are

compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### *1.08 Access to Records*

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### *1.09 Sexual Relationships*

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

#### *1.10 Physical Contact*

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

#### *1.11 Sexual Harassment*

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

#### *1.12 Derogatory Language*

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

### *1.13 Payment for Services*

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### *1.14 Clients Who Lack Decision-Making Capacity*

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### *1.15 Interruption of Services*

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

### *1.16 Referral for Services*

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other

professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### *1.17 Termination of Services*

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### *2.01 Respect*

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### *2.02 Confidentiality*

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### *2.03 Interdisciplinary Collaboration*

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### *2.04 Disputes Involving Colleagues*

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### *2.05 Consultation*

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### *2.06 Sexual Relationships*

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### *2.07 Sexual Harassment*

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

### *2.08 Impairment of Colleagues*

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### *2.09 Incompetence of Colleagues*

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### *2.10 Unethical Conduct of Colleagues*

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include

policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### *3.01 Supervision and Consultation*

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or of potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### *3.02 Education and Training*

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are

routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### *3.03 Performance Evaluation*

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

#### *3.04 Client Records*

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

#### *3.05 Billing*

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

#### *3.06 Client Transfer*

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### *3.07 Administration*

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### *3.08 Continuing Education and Staff Development*

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### *3.09 Commitments to Employers*

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### *3.10 Labor-Management Disputes*

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### *4.01 Competence*

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### *4.02 Discrimination*

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

#### *4.03 Private Conduct*

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

#### *4.04 Dishonesty, Fraud, and Deception*

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

#### *4.05 Impairment*

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### *4.06 Misrepresentation*

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### *4.07 Solicitations*

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements

(including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### *4.08 Acknowledging Credit*

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### *5.01 Integrity of the Profession*

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### *5.02 Evaluation and Research*

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of

evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### *6.01 Social Welfare*

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### *6.02 Public Participation*

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### *6.03 Public Emergencies*

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### *6.04 Social and Political Action*

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions

that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

## **APPENDIX B: THE COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND STANDARDS**

Purpose: The purpose of the social work profession is to promote human and community well-being. Guided by a person in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

### **Social Work Competencies**

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political,

environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **1. Program Mission and Goals**

#### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

#### **Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### **Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### **Accreditation Standard 1.0—Program Mission and Goals**

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

### **2. Explicit Curriculum**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

#### **Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors

associated with competence at the generalist level of practice.

### **Accreditation Standard B2.0—Generalist Practice**

- 2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- 2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- 2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Educational Policy 2.2—Signature Pedagogy: Field Education**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom and the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

### **Accreditation Standard 2.2—Field Education**

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- 2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social

work competencies through in-person contact with clients and constituencies.

- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on site contact or other methods are used to monitor student learning and field setting effectiveness.
- 2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

### 3. Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

#### Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

#### Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.

- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

#### Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

#### Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

##### *Admissions*

- 3.1.1** The program identifies the criteria it uses for admission to the social work program.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

##### *Advisement, retention, and termination*

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and

- professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

### ***Student participation***

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

### **Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### **Accreditation Standard 3.2—Faculty**

- 3.2.4** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.5** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.6** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and

type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

- 3.2.7** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- 3.2.8** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.9** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.10** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### **Educational Policy 3.3—Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### **Accreditation Standard 3.3—Administrative Structure**

- 1.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
- 1.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
- 1.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 1.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.
- 3.3.4** (a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
- 3.3.4** (b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
- 3.3.4** (c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- 3.3.5** The program identifies the field education director.
- 3.3.5** (a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and

- 3.3.5** other relevant academic and professional activities in social work.
- 3.3.5** (b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.
- 3.3.5** (c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### **Educational Policy 3.4—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

### **Accreditation Standard 3.4—Resources**

- 1.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 1.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 1.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 1.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

- 1.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 1.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

#### 4. Assessment

##### Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

##### Accreditation Standard 4.0—Assessment

- 4.0.1 The program presents its plan for ongoing assessment of student

outcomes for all identified competencies in the generalist level of practice (BSW programs) and the generalist and specialized levels of practice (MSW programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures to assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

- 4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.



## APPENDIX C: ORIENTATION

The first few weeks of field education can set the tone for many weeks to come. Many students and field instructors begin the field education with high expectations and some anxiety. A planned orientation for students can capitalize on the enthusiasm and energy they bring to this new experience. Providing the student with a means for completing the tasks listed below will facilitate a productive beginning in field education.

- Sign and submit field education affiliation agreement.
- Complete health screenings and background checks.
- Tour and introduction of key agency staff members.
- Introduction to clerical and receptionist staff.
- Introduce student to agency expectations on codes of conduct and expectations regarding appropriate dress.
- Introduction to office and work space and clarification of its use (shared, used with clients, locked, etc.)
- Provide information concerning locations of equipment (telephone, fax, computer, scanner, copy machines) and clarification of use of equipment including instructions for use and any password and/or codes.
- Tour the agency, neighborhood, and community.
- Provide information regarding agency policies and procedures including reimbursement policies for agency related expenses and personnel policies.
- Provide instructions for completing agency reports and documentation
- Provide student with field education expectations and job descriptions.
- Focus on exact role of social work student at your agency.
- Provide student with agency information including history, organizational structure, funding sources, policies, services, etc.
- Develop list of abbreviations, symbols, and technical terminology peculiar to the setting; library rules and regulations; list of agency holidays.
- Introduce student to planned change processes with clients from intake – termination. Arrange for the student to directly observe you in your work and other social workers.
- Assist student in the completion of the learning contract.
- Discuss the supervision process and schedule weekly supervision times.
- Review with student his/her classroom curriculum.
- Discuss safety issues in the field with student.

Adapted from Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work*, 2<sup>nd</sup> ed. Boston: Allyn and Bacon.

# APPENDIX D: FIELD EDUCATION SEMINAR SYLLABUS

Calvin University  
Social Work 380  
Fall 2020 – Spring 2021

Course Title: **Field Education Seminar -- Concurrent**  
Instructor: Meredith Mockabee, MSW  
Contact Info: [mem67@calvin.edu](mailto:mem67@calvin.edu)  
Class Times: SOWK 380A, Mondays from 11:30 AM to 12:50 PM

Course Title: **Field Education Seminar -- Concurrent**  
Instructor: Stacia Hoeksema, LMSW  
Contact Info: (616) 526-6115, [slh22@calvin.edu](mailto:slh22@calvin.edu)  
Class Times: SOWK 380B, Wednesdays from 12:30 PM to 1:50 PM

Course Title: **Field Education Seminar -- Block**  
Instructor: Kristen Alford, Ph.D., MPH, MSW  
Contact Info: (616) 526-7732, [kadmir42@calvin.edu](mailto:kadmir42@calvin.edu)  
Class Times: SOWK 380C, Mondays from 10:00 to 11:20 AM

## I. Course Description

Students will integrate academic learning into social work practice through the completion of a 400-hour social work field education experience paired with a weekly professional seminar. The professional seminar will allow students to process their field experiences. Students will apply areas of social work content to experiences in the field, including professionalism, the planned change process, social policy, human diversity, and professional ethics. Within the field setting, students will interact with client systems at the individual, family, group, community, and organizational levels, and will process these interactions with their peers in the professional seminar.

Prerequisites: Admission to the BSW program and field education.

## II. Required Texts and Fees

**Please note: Renting and/or sharing texts is encouraged to cut down on costs. Reading is MANDATORY!**

**FALL:** Garthwait, C.L. (2017). *The social work practicum: A guide and workbook for students* (7<sup>th</sup> ed.). Boston: Pearson Education.

**SPRING:** Reamer, F. (2018). *Social work values and ethics* (5<sup>th</sup> ed.) New York: Columbia University Press.

**BLOCK:** Both of the above texts are required.

**Field education fee:** A \$30 course fee is automatically added to your tuition bill to supplement field education expenses.

## III. Student Learning Outcomes

Upon completing the assignments and activities of this seminar, the student will have demonstrated competency in the following learning outcomes.

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (C1.1);
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (C1.2);
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (C1.3);

4. Use technology ethically and appropriately to facilitate practice outcomes (C1.4);
5. Use supervision and consultation to guide professional judgment and behavior (C1.5);
6. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (C8.4);
7. Apply a strengths perspective throughout all levels of practice.

#### Calvin-Specific Student Learning Outcomes for Core: Cross-Cultural Engagement

8. Articulate knowledge of their own culture and a culture different from their own;
9. Engage effectively across cultures and, where appropriate, adapt to cultural expectations;
10. Demonstrate understanding and discernment regarding cultural embodiments of values and faith traditions;

#### **IV. The Liberal Arts Base**

In SOWK 380, students are challenged to integrate previously acquired theoretical knowledge from the liberal arts foundation in to their professional responsibilities with client systems. They have opportunities to build on the oral and written communication skills developed in core courses as they interact with client systems and social work professionals. Earlier study of foreign language, the arts, and other cultures help them understand and appreciate diversity in client systems. Because of the integrative nature of field education, the knowledge and skills acquired in the social sciences, natural sciences, and the humanities help students better understand the concerns of client systems and the services available to them. Study of the methodologies of the social sciences helps students design methods to evaluate the effectiveness of interventions.

#### **V. Place in the Curriculum**

The agency-based field experience at Calvin University takes place in the senior year and is taken concurrently with SOWK 371, Generalist Practice with Individuals, Families and Groups, SOWK 372, Generalist Practice with Organizations and Communities and SOWK 381, Integrative Seminar and in some cases, is taken after all other course work has been completed. SOWK 380 is an integral part of the total curriculum of professional social work education; it is the “Signature Pedagogy.” Field education provides students with the opportunity to apply classroom learning in actual social work practice situations. SOWK 380, Field Education, is an integrative experience which reinforces and deepens previous learning acquired in the liberal arts courses as well as in the professional social work competencies. Field education facilitates the development of new knowledge, skills, and competencies through the practice behaviors.

As an integrative experience intended to reinforce and deepen previous learning, the objectives for field education must therefore flow from the Social Work Major and Core Competencies. From these Social Work Major and Core Competencies, students construct a Learning Contract which guides their experiences in field practice.

#### **VI. Strengths Perspective**

A strengths perspective is a competency in the Calvin’s social work program. SOWK 380 further promotes key assumptions of a strengths perspective and their applications to practice with various sized systems, research, understanding human behavior, and policy are framed as an introduction to future courses in the major.

#### **VII. Reformed Christian Perspective**

Philosophical and historical underpinnings of social work are explored from a Reformed Christian perspective, particularly those dimensions of transforming and reclaiming all areas of God’s good creation. In addition, students will have the opportunity to explore their own personal and professional values in relationship to Reformed worldview and social work values.

#### **VIII. Social Work Program Policies**

The following policies have been adopted by the Social Work Program and apply to every course in

the social work major. Additional policies regarding Social Work Program and Field Education retention standards can be found in the Social Work Program Handbook and the Field Education Handbook. These policies are intended to support you in your personal and professional development. If you feel you are falling behind in a class, or need additional support, we encourage you to reach out to support services on campus, such as the Center for Student Success, Student Life, Campus Ministries, and the Center for Counseling and Wellness.

### **Attendance**

Regular attendance is expected for class sessions and any activities that are a part of the course. If you miss more than the equivalent of one week of class for any reason, each class session missed will reduce your grade by 3%. If you miss more than one-third of the class sessions, you are subject to failing the course.

### **Assignment Deadlines and Submission Guidelines**

All assignments need to be submitted on Moodle before the due date/time. It is your responsibility to ensure that your assignment is *fully* submitted. There will be a minimum grade reduction of 5% for each day the assignment is late. Additionally, assignments will **not** be accepted more than one week late. If you are falling behind in the course, it is important to contact the professor to discuss your individual circumstance. No assignments will be accepted after the scheduled exam time.

### **Tests**

If tests or exams are missed due to an absence that is not excused prior to the class, you will not be allowed to make them up.

### **Incompletes**

If you fail to complete all the required work or to sit for the final examination, instructors may, if they consider a student's reason valid, give a grade of I, incomplete, rather than a grade of F. It is your responsibility to initiate a conversation with the instructor to *request* an Incomplete before the end of the semester (i.e., the final exam day/time). See <https://calvin.edu/directory/policies/grading-systems>.

### **Retention**

Continuing in the BSW program requires a minimum of C in courses in the social work major beyond the 200-level (200-level courses require a minimum grade of C-), and maintaining a 2.5 GPA. You should be aware that in professional programs, academic performance includes classroom performance, class attendance, ethical behavior, and personal well-being sufficient to interact positively with clients.

The Social Work Program Committee reserves the right to terminate a student from the program if it judges that the student's behavior in regard to these criteria have not been met, such that the reputation of the program or the welfare of social work clients is jeopardized. Students who are having difficulty meeting these criteria should consult with their faculty advisors or the social work program director immediately.

## **IX. Instructional Accommodations**

It is Calvin's policy to make reasonable accommodations for persons with documented disabilities. Students should notify a Disability Coordinator located in the Center for Student Success in the Spoelhof Center. Students with documented disabilities should notify the instructor within the first two weeks of class with respect to necessary accommodations.

## **X. Academic Integrity**

As described in the student handbook, plagiarism and cheating of any kind is unacceptable and will result in a failing grade for that exam or assignment and the filing of a Report of Academic Dishonesty to the Vice-President for Student Life. If you are in doubt about whether or not some form of assistance or use of materials constitutes academic dishonesty or plagiarism, please ask me first.

## **XI. Course Requirements**

### **a. Attendance, Participation, and Classroom Environment (in addition to above information):**

Preparation for, attendance at, and active participation in the both the class and professional seminar is required of all students in field education. The class serves as a venue to provide context to your experiences in field education as well as providing necessary training to better equip you in your role at your field placement. Seminar structure, purpose, and process in many ways parallel team meetings (case conferences, professional consultations, or whatever language might be used in your field education setting). As such, students are expected to approach the class and seminar with the same kind of professional behavior and integrity expected in the field.

Class and seminar attendance are mandatory and takes precedence over other field related activities. Students who miss a class session, seminar session, or assignment due date because of severe illness or a death in the family should contact their faculty liaison as soon as possible to arrange for a suitable alternative. The class and professional seminar meet weekly and also include mandatory participation in events that occur outside the regularly schedule class period. These events may include, but are not limited to, participation in conferences and workshops designed to enhance the overall field education experience and the Agency Fair.

Active class participation and dialogue are expected for your personal and professional growth. Clear communication is an essential skill for social work practice. Thus, conviction, confidence, and integrity are encouraged as important qualities in a profession committed to healing and human compassion.

As a BSW student entering entry level generalist professional practice; students are expected to approach attendance and participation in SOWK 380 as professionals. This includes attendance in class/seminar, timely arrival to class/seminar, and full participation in class/seminar. Laptops, IPAD's, smart phones, etc. are not to be used in class/seminar unless the student has received permission for note taking purposes. Attendance will be taken at the beginning of each class/seminar period. Arrival late to class/seminar on a regular basis may also result in lost points for attendance. Students using electronic equipment in class who have not received prior permission will lose points for that day.

Class/seminar time involves professional processing and monitoring of student experiences in their field agencies, formal presentations, discussion and further articulation of the weekly readings and topics, and completion of assignments. You are expected to complete on time the reading assignments as outlined in the schedule. Readings are meant to enhance the in-class discussions and activities.

### **b. Weekly Journals (Fall/Spring):**

Students are to complete weekly journals during their field education experience that are submitted electronically to their faculty liaisons. The journals must be of satisfactory depth, quality and style. While the journal is only one part of the field experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development. The format for submitting journals can be found at the end of the syllabus.

### **c. Learning Contract (Fall):**

The learning contract is a working document and agreement designed by students and field instructors that assures an educational focus to the field experience. It lends specificity and individualization to the Social Work major competencies and practice behaviors in the field agency. A template of the learning contract can be found at the end of the syllabus. The final signed learning contract must be submitted via the IPT system.

### **d. Learning Contract Addendum (Spring):**

The learning contract is reviewed and revised at the beginning of the spring semester. Students will

work with faculty liaisons and field instructors to identify additional items to be added to the learning contract as well as areas that remain incomplete. The learning contract submitted for review by the field liaison will utilize track changes in order to assess what changes were made. A revised and updated learning contract will be signed and submitted to the faculty liaison via the IPT system.

**e. Agency and Community Assessment Paper (Fall):**

Students analyze thirteen dimensions of the social service agency in which they are doing the field practice. A complete analysis of the field agency is submitted in written form. Additional information about this assignment can be found at the end of the syllabus.

**f. Evidence Based Practice Paper (Fall):**

In order to understand the evidence-based practices used to address issues in your agency setting and with the population served by the agency, students will gather four peer reviewed research articles specific to the setting and/or population served. Additional information about this assignment can be found at the end of the syllabus.

**g. Intercultural Development Inventory (IDI) Assignment and Addendum (Spring):**

This assignment will help students engage questions about cultural diversity and awareness through completion of and written reflection of the Intercultural Developmental Inventory (IDI). Students will be asked to reflect on the process at the end of the field placement. Additional information and description of this assignment will be distributed in class.

**h. In-Class Reamer Activity (Spring):**

Students will be responsible for presenting one chapter of the Reamer book to the seminar class. While all students will be responsible for reading the entire Reamer book, each student will be assigned one chapter to present in seminar. The student(s) will come to seminar with an outline of the chapter, a 5-question quiz for classmates, and several discussion questions based on the chapter. The student(s) will then facilitate a discussion for 30 minutes.

**i. Career Center Resume (Fall) and Interview Development (Spring)**

Students will be required to consult with the Career Center to ensure their resume accurately reflects their experiences and is cleanly presented. The Career Center will also conduct mock interviews with each student to prepare them for the professional world.

**j. Interprofessional Education Colloquia Attendance (Spring)**

Students will participate in at least 1 of 3 IPE colloquia in the spring, a partnership with the Nursing and SPAUD programs. The purpose of the IPE is to practice bringing a disciplinary perspective to a case and work with other disciplines to best address client/patient needs.

**k. Ethical Dilemma Paper and Presentation (Spring):**

Students will identify and critique an ethical dilemma that they have encountered in their field agency related to their role as a professional social worker. The dilemma will be written up and submitted to the faculty liaison via Moodle as well as presented to their peers in the professional seminar. Additional information about this assignment can be found at the end of the syllabus.

**l. SWEAP Assessment (End of Placement):**

All students will be required to take the SWEAP Assessment. This is a requirement for the social work program. It is not graded but one way we assess the effectiveness of our program. In order to receive a

final grade for SOWK 380, students are required to complete the SWEAP. Instructions for accessing the SWEAP will be sent to students by the beginning of May.

## XII. Grading

Grading will be determined as follows:

### Fall

Assignment	Points	% of Grade
Seminar Attendance and Participation (may include quizzes on readings if deemed necessary) Includes 20 points for having the Career Center review your resume.	120	12
Field Performance	300	30
Weekly Journals	130	13
Learning Contract	150	15
Agency and Community Assessment Paper	150	15
Evidence Based Practice Activity	150	15
<b>Total</b>	<b>1000</b>	<b>100</b>

### Spring

Assignment	Points	% of Grade
Seminar Attendance and Participation	90	8.4
Field Performance	300	28
Interim Update	40	3.7
Weekly Journals	130	12.1
Learning Contract Addendum	40	3.7
In-class Reamer Activities (Quizzes: 30 pts., Group leadership: 20 points)	50	4.7
Ethical Dilemma Paper and Presentation	200	18.7
Cultural Diversity and Awareness Activity and Addendum	150	14
Career Center Mock Interview	20	1.9
Interprofessional Education Colloquia Attendance	50	4.7
<b>Total</b>	<b>1070</b>	<b>100</b>

### Block

Assignment	Points	% of Total
Seminar Attendance and Participation (includes 40 points for Career Center Resume and Mock Interview)	140	7
Field Performance	600	30
Weekly Journals	260	13
Learning Contract	150	7.5
Agency and Community Assessment Paper	150	7.5
Learning Contract Addendum	75	3.75
Cultural Diversity and Awareness Activity	175	8.75
Ethical Dilemma Paper and Presentation	200	10
Evidence Based Practice Activity	150	7.5
In-Class Activities/Quizzes	100	5
<b>Total</b>	<b>2000</b>	<b>100</b>

### Final Grade Determination

95- 100 – A	83 - 86 – B	73 - 76 – C	63 - 66 – D
90 - 94 – A-	80 - 82 – B-	70 - 72 – C-	60 - 62 – D-
87- 89 – B+	77- 79 - C+	67 - 69 – D+	59 or below – F

**XIII. A Caveat**

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**XIV. Fall 2020 Semester Schedule**

<b>Course Unit/Week</b>	<b>Date</b>	<b>Class Objectives</b>	<b>Readings/Assignments/Activities*</b>
Week 1	Sept. 3	MANDATORY KICK OFF BREAKFAST	8:30am to 10:00 am; VIRTUAL
Week 2	Sept. 7/9	The purpose of field education Roles and responsibilities of school, student and agency; Planning for COVID	Garthwait, Chapter 1
Week 3	Sept. 14/16	Developing a learning contract and getting started in field	Garthwait, Chapter 2
Week 4	Sept. 21/23	Personal Safety	Garthwait, Chapter 4
Week 5	Sept. 28/30	Merging Self & the Profession	Garthwait, Chapter 16
Week 6	Oct. 5/7	Learning from supervision	Garthwait, Chapter 3 <b>Learning Contract Due</b>
Week 7	Oct. 12/14	Communication in the field  Discussion of the Agency and Community Assessment Paper	Garthwait, Chapter 5
Week 8	Oct. 19/21	<b>Advising on October 21 No class this week</b>	
Week 9	Oct. 26/28	The organizational and community context of practice	Garthwait, Chapter 6, 7
Week 10	Nov. 2/4	The social and policy context of practice	Garthwait, Chapter 8, 9 <b>Agency and Community Assessment Paper Due</b>
Week 11	Nov. 9/11	Evidence-Based Practice Career Center Introduction	Garthwait, Chapter 15
Week 12	Nov. 16/18	Diversity and cultural competence	NASW Standards for Cultural Competence Garthwait, Chapter 10 <b>Evidence-Based Practice Assignment Due</b>
Week 13	Nov. 23/25	<b>No Class US Thanksgiving Break</b>	
Week 14	Nov. 30/Dec 2	Professional social work practice and social work as planned changed	Garthwait, Chapter 11 and 14
Week 15	Dec. 5/7	Introduction to IDI (pre -recorded) <b>No class this week</b>	
Week 16	Exam week December 10 to December 16 Agency Evaluations for those in town; some may be done virtually at discretion of liaison and supervisor		

### Spring 2021 Semester Schedule

<b>Course Unit/ Week</b>	<b>Date</b>	<b>Class Objectives</b>	<b>Readings/Assignments/Activities</b>
Week 16	Feb 1/3	Getting restarted	<b>Submit Interim Field Education Update</b>
Week 17	Feb. 8/10	Legal Concerns and licensing	Garthwait, Chapter 1 <b>Learning Contract Addendum due</b>
Week 18	Feb. 15/17	Introduction to social work ethics	Reamer, Chapter 1 <b>IDI Assignment Due</b>
Week 19	Feb. 22/24	Social work values	Reamer, Chapter 2
Week 20	Mar. 1/3	Ethical dilemmas and decision-making	Reamer, Chapter 3
Week 21	Mar. 8/10	Ethical dilemmas in clinical practice	Reamer, Chapter 4
Week 22	Mar. 15/17	<b>SPRING BREAK</b>	
Week 23	Mar. 22/24	Ethical dilemmas in macro practice	Reamer, Chapter 5 <b>Ethical Dilemma Case Study Due</b>
Week 24	Mar. 29/31	Malpractice and unethical conduct	Reamer, Chapter 6
Week 25	Apr. 5/7	No Monday class: Easter Monday Wednesday class:	<b>Ethical Dilemma Presentations</b>
Week 26	Apr. 12/14	Social work leadership	Garthwait, Chapters 16 & 17
Week 27	Apr. 19/21	Monday class: No Wednesday class: Academic Advising	<b>Ethical Dilemma Presentations</b>
Week 28	Apr. 26/28	Ethical dilemma paper due	<b>Ethical Dilemma Presentations</b> <b>Ethical dilemma paper due</b>
Week 29	May 3/5	SWEAP Assessment Wrap-up	Final class evaluations <b>IDI Addendum due</b>
Week 30	May 12	Final exit interviews	
Week of 5/17	Final evaluations at agency		

**Block 2020 Semester Schedule**

<b>Course Unit/ Week</b>	<b>Date</b>	<b>Class Objectives</b>	<b>Readings/Assignments/Activities</b>
Week 1	Sept. 3	Mandatory Kick Off Breakfast	8:00am to 9:30 am; Virtual
Week 2	Sept. 7	The purpose of field education Roles and responsibilities of school, student and agency; Planning for COVID	Garthwait, Chapter 1
Week 3	Sept. 14	Developing a learning plan and getting started in field Learning from supervision	Garthwait, Chapter 2 & 3
Week 4	Sept. 21	Learning from supervision Communication in the field Personal Safety	Garthwait, Chapter 4 & 5
Week 5	Sept. 28	Introduction to the IDI	<b>Learning Contract Due</b>
Week 6	Oct. 5	The organizational and community context of practice	Garthwait, Chapter 6 & 7
Week 7	Oct. 12	The social problem and policy context of practice Professional Social Work	Garthwait, Chapter 8, 9, & 11
Week 8	Oct. 19	Diversity and cultural competence	NASW Standards for Cultural Competence in Social Work Practice Garthwait, Chapter 10 <b>IDI Assignment Due</b>
Week 9	Oct. 26	Evidence Based Practice and an introduction to Social Work	Garthwait, Chapter 15 <b>Evidence-based practice paper due</b>
Week 10	Nov. 2	Legal Concerns and licensing The merging self and profession Leadership and social justice	Garthwait, Chapter 12, 16, & 17  <b>Agency and Community Assessment Paper Due</b>
Week 11	Nov. 9	Values and Ethics Career Center Visit	Reamer, <i>Social Work Values and Ethics</i> (5e), Chapters 1, 2 <b>Learning Contract Addendum Due</b>
Week 12	Nov. 16	Ethical Dilemmas in Social Work Practice	Reamer, <i>Social Work Values and Ethics</i> (5e), Chapters 3,4
Week 13	Nov. 23	Ethical Dilemmas in Social Work Practice	Reamer, <i>Social Work Values and Ethics</i> (5e), Chapters 5,6
Week 14	Nov. 30	Ethical Dilemmas in Social Work Practice	<b>Ethical Dilemma presentation</b>
Week 15	Dec. 7	Evaluating Field Education Wrapping up and termination	<b>Ethical Dilemma paper due</b>
Week 16	Exam Week	SWEAP evaluation	Time to be determined <b>IDI Addendum due December 14</b>

\* Individual professors may choose to change this schedule.

## Assignment Descriptions

### Field Education Journals

Students are required to journal each week they work in the field agency. The journal must be of satisfactory depth, quality, and style. It must be a critical review and assessment of your work in the social work profession. While the journal is only one part of the field education experience, it can be a source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of the student's personal and professional learning and development. Journals will be used by supervisors and faculty to assess student progress with regard to the competencies and practice behaviors as identified in the learning contract. Weekly journals are due in Moodle by Sunday at 11 PM.

The rationale for journaling is five-fold:

- As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on field education activities in order to identify the nature of the tasks, the rationale for activities, and how they relate to your academic work and professional development.
- Thoughtful and reflective journals provide the faculty liaison an additional method for monitoring your field education experience.
- Journals reviewed by faculty provide a formal feedback mechanism for use in developing future field education activities based upon identified learning strengths and weaknesses.
- The process of journaling can contribute to solution-building skills.
- Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in field.

Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry. Students will submit, as one document each week, the journal entries to their faculty liaison. Instructions for submission of journals can be found in the syllabus for SOWK 380.

**In all journal entries, it is essential that client confidentiality be protected!**

Field education journals are the primary mechanism for processing your field experience and communicating with your faculty liaison. Journals are a mandatory and graded component of SOWK 380. The following is a template to be used for completing the journals. Journals are to be completed daily submitted weekly as one document via Moodle dropbox. Each journal will be worth 10 points as follows:

Practice behaviors/tasks/experiences (3 points)

Personal reactions/feelings (3 points)

Critical thinking/integration (3 points)

Connection to learning contract (1 points)

**Use a separate table for each day and combine tables into one document to be submitted to the faculty liaison.**

<b>Date:</b>	<b>Specific Hours:</b>	<b>Total:</b>	<b>Total Hours:</b>
<b>Practice Behaviors/Tasks/Experiences</b>	<i>In this column, student should briefly identify and describe the tasks and experiences for the day as they relate to the learning contract and practice behaviors.</i>		
<b>Personal Reactions/Feelings</b>	<i>In this column, students should briefly describe their personal reactions and feelings to the events described in the first column.</i>		
<b>Critical Thinking/Integration</b>	<i>In this column, students should reflect critically about their experiences and connect and integrate them with the knowledge they have gained in the social work program courses and the core courses. Students should be explicit about the ways that their experiences are connected to and integrated with their education.</i>		
<b>Connection to Learning Contract</b>	<i>In this column, students will identify and list the specific Core Competency and Practice Behaviors from the Learning Contract that have been addressed in their field experience for the particular journal entry.</i>		

## LEARNING CONTRACT

Student Name		Signature: _____
Semester		
Agency Name		
Address		
Field Instructor Name		Signature: _____
Faculty Liaison Name		Signature: _____

### Competencies and Practice Behaviors (to be typed)

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
<b>Practice Behaviors</b>	<b>Tasks</b>
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1. 2.
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1. 2.
1.3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1. 2.
1.4. Use technology ethically and appropriately to facilitate practice outcomes; and	1. 2.
1.5. Use supervision and consultation to guide professional judgment and behavior.	1. 2.

<b>Competency 2: Engage Diversity and Difference in Practice</b>	
<b>Practice Behaviors</b>	<b>Tasks</b>
2.1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1. 2.
2.2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1. 2.
2.3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1. 2.

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
<b>Practice Behaviors</b>	<b>Tasks</b>
3.1. Apply their understanding of social,	1. 2.

economic, and environmental justice to advocate for human rights at the individual and system levels; and	
3.2. Engage in practices that advance social, economic, and environmental justice.	1. 2.

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice Practice</b>	
<b>Practice Behaviors</b>	<b>Tasks</b>
4.1. Use practice experience and theory to inform scientific inquiry and research;	1. 2.
4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1. 2.
4.3. Use and translate research evidence to inform and improve practice, policy, and service delivery	1. 2.

<b>Competency 5: Engage in Policy Practice</b>	
<b>Practice Behaviors</b>	<b>Tasks</b>
5.1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1. 2.
5.2. Assess how social welfare and economic policies impact the delivery of and access to social services;	1. 2.
5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1. 2.

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
<b>Practice Behaviors<sup>1</sup></b>	<b>Tasks</b>
6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1. 2.
6.2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. 2.

<sup>1</sup> For Competencies 6 through 9: Each competency must have at least one task for each system level (individual, family, group, organization, and community). Some tasks may cover multiple system levels. In these competencies, please specify which system level(s) the task will cover.

<b><u>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</u></b>	
<b><u>Practice Behaviors</u></b>	<b><u>Tasks</u></b>
7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1. 2.
7.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1. 2.
7.3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1. 2.
7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. 2.

<b><u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</u></b>	
<b><u>Practice Behaviors</u></b>	<b><u>Tasks</u></b>
8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1. 2.
8.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1. 2.
8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1. 2.
8.4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1. 2.
8.5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1. 2.

<b><u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u></b>	
<b><u>Practice Behaviors</u></b>	<b><u>Tasks</u></b>
9.1. Select and use appropriate methods for evaluation of outcomes;	1. 2.
9.2. Apply knowledge of human behavior	1. 2.

and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1. 2.
9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. 2.

### **Agency and Community Assessment Paper**

You are to prepare a formal, typed (double spaced) paper which accurately describes the social service agency which serves as your field education site. Cover each of the topics listed below, or briefly state why a particular topic is not applicable. The purpose of this assignment is to maximize your familiarity with and understanding of your agency in a brief period of time. If you are working in a specific program as part of a larger agency (e.g., Refugee Foster Care Program at Bethany Christian Services) you may focus the majority of the paper on the program. In your introduction, clearly articulate whether you will focus on the entire agency or the program you are placed in. If you have any questions, consult your class instructor. Please be succinct and use good judgment regarding the length of your paper.

#### **Topics to be Covered**

- A. *Agency Purpose:* Describe the agency in terms of its stated goals and objectives. When and how was the agency founded? What is included in its mission statement? To what social problem(s) has your agency responded?
- B. *Funding:* What is the agency's overall operating budget for the fiscal year? What are the funding sources? Who takes responsibility for preparing the budget? How are decisions made regarding allocations of funds?
- C. *Target Populations:* Who are the agency's intended clients? What community and client needs does the agency attempt to provide? What issues of diversity do you see in the target population? What patterns of oppression and discrimination do you see? How is the agency sensitive to populations-at-risk? Are there discrepancies between the stated vs. actual clients and/or needs served? Why?
- D. *Physical Structure:* Where is the agency located? How long has it been in its present location? Is it accessible to target client systems? What is the condition of the building(s)? What are the offices like? Is there ample space? Where do you work? What was your first impression of the surroundings? What other services are housed in the same building or in adjacent buildings?
- E. *Staffing:* What are the professional backgrounds of the various workers in your agency? What are the functions of the social workers in your agency? Describe any perceived differences in roles and responsibilities of these professionals (e.g., social worker, psychologist, counselor, nurse, physician, educator). What tells you that the agency is committed to diversity in its hiring practices? Do you see evidence of discrimination in staffing patterns?
- F. *Theoretical Base:* Describe the theoretical base from which your agency operates. If there is no defined agency/program model, from what theoretical base do the individual professional staff operate? How well does your agency understand generalist social work practice and BSW education? How well does your agency understand a strengths perspective? How is the agency sensitive to sociopolitical, historical, economic, and environmental forces that influence client systems' opportunities? Give examples.
- G. *Policy:* How do city, county, state, and/or federal policies and procedures shape the work of your agency? Are there areas of conflict? How do the policies and procedures of your agency shape service delivery to client systems? Does your agency have a policy handbook/manual? If so, is it current? Is it followed? (If your agency does not have a policy manual, how are policies communicated?) How are policy changes made in your agency? How are grievances addressed? How do agency policies and procedures reflect sensitivity towards and commitment to achieving social and economic justice?

- H. *Research*: What type of research techniques are used to assess the outcomes or guide social work interventions in your agency? What evidence do you see of research or program evaluation being completed? What attitudes on the part of agency staff are present in relation to systematic evaluation of their own practice?
- I. *Relationship to Community*: Describe the community in which your agency is located (i.e., dominant social values, population, governmental unit, geographical characteristics, racial groups, economic bases, political party allegiance, etc). Hint: much of this information can be gleaned from the Internet. Several paths for identifying demographic information are available. Some options will be identified in seminar. Identify community problems (i.e., problems connected with particular ethnic groups, conflicts or tensions in community, political or economic tensions in community, geographical areas with particular concerns, etc.) and community strengths. Identify the social problem(s) to which your agency has responded. How would you describe the community's control over your agency? Identify community groups or agencies who oversight to your agency (i.e, funding agencies, inspectors, governmental bodies). Similarly, are their groups or agencies who provide legitimacy to your agency (i.e., accrediting bodies)? Identify resources in the community which complement and/or compete with your agency.
- J. *Social Work Values and Ethics*: What social work values do you see made operational by the agency (think in terms of mission, policies and procedures, commitments of staff, etc)? What ethical tensions does the agency face?
- K. *Challenges*: What do you see as two major challenges of this agency? You may express these in terms of the agency itself or its target population. Explain why you think these challenges exist and what options there might be for improvement in the situation. What options are being considered to address/re-dress these challenges? What could be considered that is not currently being considered?
- L. *Strengths and Resources*: Identify at least three significant strengths and/or resources in your agency. Remember that such resources can include human resources, material resources, community resources, etc. Describe how these strengths/resources enhance the mission of the agency.
- M. *Christian Perspective*: How do you see yourself carrying out a Christian perspective of social work in your agency setting?
- N. *Writing Style and APA Formatting*: The paper will be assessed based on writing style and use of APA formatting (APA title page, header, page numbers, in-text citations, reference page).

This information will be regarded as confidential, for use in understanding agency structures and functions for class purposes only. Do not turn in actual copies of agency records. You are to summarize and analyze this information from supervisors, colleagues, and/or your readings of agency material. Gathering this information should be part of your overall orientation process regardless of this assignment.

## Agency and Community Assessment Grading Scale

Each section of the agency assessment will be graded based on how thoroughly the questions in the assessment are answered along with their use of agency and community resources to ensure accurate rather than merely anecdotal responses. In each section, the grading scale is as such:

- 9-10 points: The questions are fully explored and answered thoroughly.
- 7-8 points: The questions are answered but some further exploration is warranted.
- 4-6 points: Overall the responses are adequate, some questions are not addressed.
- 1-3 points: The responses lack content and depth, many questions are not addressed.
- 0 points: This section was not addressed in the paper.

Section	Possible Points	Comments
Agency Purpose	/10	
Funding	/10	
Population	/10	
Structure	/10	
Staffing	/10	
Theoretical Base	/10	
Policy	/10	
Research	/10	
Relationship to Community	/10	
Values and Ethics	/10	
Challenges	/10	
Strengths and Resources	/10	
Christian Perspective	/10	
Writing Style and Use of APA Formatting	/20	
Total	/150	

## Evidence Based Practice Paper

This paper is intended to help students appreciate the importance of using research and evaluation to inform social work practice. As competency nine (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) suggests, social workers need to understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Through this assignment, students will demonstrate an understanding of qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Assignment Guidelines:

- Select an area of social work practice relevant to your field placement.
- Find five peer reviewed journal articles. Each article needs to present research or evaluation findings related to interventions in the specific area of social work practice you have chosen. These articles will need to include research and evaluation findings at each client level—individuals, families, groups, organizations, and communities. Most likely, you will find a different article for each level.

When writing the paper, the following should be included for each article:

- The article reference in APA format
- 1 paragraph describing the intervention
- 1 paragraph describing the research methods used
- 1-2 paragraphs describing the results
- 1-2 paragraphs critiquing the methods/results and applying the research or evaluation findings to social work practice at the student’s agency and/or with the client population.

This assignment is worth 150 points and will be graded as follows:

### Evidence Based Practice Paper Grading Scale

**This rubric will be used for each of the articles, resulting in a grade worth up to 150 points.**

<b>22.5-25 points</b>	The article is peer-reviewed, provides a clear and complete description of the intervention, methods, and results to assess the effectiveness of the intervention. Summary provides an assessment of the appropriateness of the intervention for student’s agency and/or client population.
<b>20-22 points</b>	The article is peer-reviewed and the discussion includes a description of the intervention, research methods, and results but could use further development.
<b>17.5-19.5 points</b>	Article is not from a peer-reviewed source but the discussion covers all main points. Alternately, article is from a peer-reviewed source but the discussion is incomplete.
<b>15-17 points</b>	Article is not from a peer-reviewed source and the discussion is also unclear and/or incomplete.
<b>0-14 points</b>	Very little attempt is made to critique or analyze the article.

**Overall Writing and use of APA**

<b>22.5-25 points</b>	Each article citation is in APA format. Uses APA-style in-text citations throughout paper. Follows APA formatting throughout paper. Paper is free of errors with respect to grammar, punctuation, and spelling.
<b>20-22 points</b>	While writing convention errors exist, they do not cause serious problems in reading and understanding what the writer is saying; attention to APA is evident, although inconsistencies exist.
<b>15-19 points</b>	Understanding the main ideas of the paper is hard work for the reader because of multiple writing convention errors; organization is confusing to reader; minimal attempts are made to use APA;
<b>0-14 points</b>	The main ideas of the paper are undecipherable due to writing convention errors; organizational structure of paper is missing; APA is not used;

Name: \_\_\_\_\_

Article 1	Article 2	Article 3	Article 4	Article 5	Overall Writing/ APA
/25	/25	/25	/25	/25	/25

Total: /150

Comments:

### **Intercultural Development Inventory (IDI) Assignment**

- Take the IDI (a link will be sent to you via e-mail)
- Sign up for a 20-minute meeting with Professor Hoeksema
- You will then receive an e-mail with your IDI report and your Intercultural Development Plan (IDP) template.
- Please complete your IDP electronically (using instructions below) and attach it to Moodle.

### **Intercultural Development Plan**

The suggested activities in 1.0., 2.0., and 3.0. are foundational to deeper intercultural competence development. These foundational activities are designed to increase your cultural self- and other- awareness across *all* Developmental Orientations along the Intercultural Development Continuum (IDC). *The activities suggested in 4.0. are targeted to your own primary Developmental Orientation, as identified by the IDI.*

#### **1.0. What has been your experience with cultural communities?**

- Briefly answer each of the five questions listed on the IDP.
- In Box 1.1, please also include your:
  - 1) Developmental Orientation
  - 2) Perceived Orientation
  - 3) Orientation Gap
  - 4) Leading Orientation
  - 5) Reaction to your IDI profile results
- For 1.1 consider the community/communities where you were raised.
- For 1.2 consider either your Calvin community or your field placement environment (indicate which one you are referencing).

**2.0. Please identify 1-2 goals you have for more effectively navigating cultural differences and commonalities. How will you know you are making progress in meeting these goals?** (You may want to consider spending time in section 4.0 before completing this one as there are some specific ideas and activities suggested that may be helpful).

**3.0. Identify 1-2 challenging situations or barriers you face.**

**4.0. Review the various activities (designed for your specific profile orientations) and indicate 2-3 activities in this section that you are willing to commit to achieving *during the rest of this academic year*.**

- Insofar as possible, connect your goals/activities to your Field Agency setting and the people served by your agency so they are directly related to increasing your ability to effectively navigate cross-cultural differences and commonalities.

**IDI UPDATE:** (due at the end of the semester)

Provide a one-page summary of what you did to meet the goals you set for yourself in you IDP earlier this year and what you learned about yourself through the process. Look specifically at Sections 2.0 and 4.0 to help you outline this update. (worth 20 points)

## Ethical Dilemma Analysis

Identify and critique an ethical dilemma you have encountered in your field agency related to your professional social worker role. Your paper and presentation should include the following dimensions.

Paper criteria include:

- I. Present relevant case data and your role in working with the client system (20 pt.)
- II. Identify the problem and factors that contribute to the problem. Discuss any social “isms” (i.e. racism, sexism, ageism, ableism) that shape the problem (30 pt.)
- III. Follow Reamer’s Ethics Decision-Making Framework:
  - Step 1: Identify the ethical issues, including the social work values and duties that conflict (30 pt. for steps 1 and 2 combined)
  - Step 2: Identify the individuals, groups, and organizations that are likely to be affected by the ethical decisions. Try to understand and explain what is at stake for them (30 pt. for steps 1 and 2 combined)
  - Step 3: Tentatively identify all possible courses of action and the participants involved in each (30 pt)
  - Step 4: Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering relevant: (20 pt.)
    - a. codes of ethics and legal principles;
    - b. ethical theories, principles, and guidelines (for example, deontological and teleological-utilitarian perspectives and ethical guidelines based on them)
    - c. social work practice theory and principles;
    - d. personal values including religious, cultural, and ethnic values and political ideology, particularly those that conflict with one’s own values;
  - Step 5: Consult with colleagues and appropriate experts (such as agency staff, supervisors, agency administrators, attorneys, ethics scholars) (20 pt.)
  - Step 6: Explain the decision you would/did make and the decision-making process (10 pt for steps 6 & 7 combined)
  - Step 7: Explain how you would/did monitor and evaluate the decision and decision-making process (10 pt. for steps 6 & 7 combined)
- IV. Critically reflect on Reamer’s guidelines for making ethical decisions. In what ways were they useful/not useful and adequate/not adequate? (10 pt.)
- V. Use APA formatting throughout including a title page, header, page numbers, in-text citations, and a reference page. Paper is also graded on overall writing style. (10 pt.)

**Ethical Dilemma Analysis Rubric**

**Name:**

**Total Pts: /180**

<p><b>Present relevant case data and your role in working with the client system</b></p> <p><b>20 points</b></p>	<p>Case data is presented clearly, and it is evident as to what role you have played directly with client system and/or with colleagues. <b>(18-20 points)</b></p>	<p>Case data is presented, and your role is defined, but there is some lack of clarity. Superfluous and/or not enough information provided for clarity. <b>(14-17 points)</b></p>	<p>Presentation lacks some clarity and your role is not entirely defined. <b>(8-13 points)</b></p>	<p>Unclear, unorganized. Your role and/or the case factors are undefined. <b>(1-7 points)</b></p>	<p>Not included in paper. <b>(0 points)</b></p>	<p><b>Total Points</b></p>
<p><b>Identify the problem and factors that contribute to the problem.</b></p> <p><b>30 points</b></p>	<p>Problem area is well defined, and individual factors are clearly identified. Social “isms” are clearly discussed and facts of the case are clear. <b>(25-30 points)</b></p>	<p>Problem area is somewhat unclear. Your reason for choosing this dilemma is not entirely evident. “isms” are discussed but incomplete. <b>(18-24 points)</b></p>	<p>Problem is identified but lacking description and detail. “isms” barely discussed and this section seems disconnected. <b>(10-17 points)</b></p>	<p>Unorganized and inaccurate, hard to follow. Not complete. <b>(1-9 points)</b></p>	<p>Not included in paper. <b>(0 points)</b></p>	
<p><b>Identify ethical issues, including the social work values and duties that conflict, and identify who is affected by ethical decisions.</b></p> <p><b>30 points</b></p>	<p>Clear and organized description of conflicting values and duties. It is clear as to who is affected by the conflicting values both positively and negatively. <b>(25-30 points)</b></p>	<p>Strong attempt at describing conflicting values, but some angles are left unexplored. Some populations possibly omitted from evaluation of who is affected. <b>(18-24 points)</b></p>	<p>Ethical issues and conflicting values touched on, but not deeply explored. Lacking in depth, critical thinking, and important information omitted. <b>(10-17 points)</b></p>	<p>Unorganized, lack of clarity regarding how this is actually a dilemma. Very little or no critical thinking. Vague <b>(1-9 points)</b></p>	<p>Not included in paper. <b>(0 points)</b></p>	
<p><b>Tentatively identify all possible courses of action and the participants involved in each.</b></p> <p><b>30 points</b></p>	<p>More than one course of action considered. Thoughtful consideration of impact on all participants, and creative courses of action considered. <b>(25-30 points)</b></p>	<p>More than one course of action considered, but only one thoughtfully explored. Impact on only some participants considered. Lacking</p>	<p>Only one course of action identified, and/or none is fully explored. <b>(10-17 points)</b></p>	<p>Overall unclear and lacking thoughtful consideration. Impact on participants not well considered. <b>(1-9 points)</b></p>	<p>Not included in paper. <b>(0 points)</b></p>	

		creative solutions. <b>(18-24 points)</b>				
<b>Thoroughly examine the reasons in favor of and opposed to each possible course of action.</b>  <b>20 points</b>	Ethical theories/principles explored. Code of ethics and legal issues examined. Social work practice theory and principles identified. Personal values identified and considered. <b>(18-20 points)</b>	Some thorough examination included, with some clarity, but some of the relevant reasons are excluded.  <b>(14-17 points)</b>	More effort needed in consideration of FAVOR and OPPOSITION. Paper explored only one course of action.  <b>(8-13 points)</b>	Unclear. Lacking content and depth.  <b>(1-7 points)</b>	Not included in paper.  <b>(0 points)</b>	
<b>Consult with colleagues and appropriate experts</b>  <b>20 points</b>	Clear effort to consult with more than one colleague or source regarding this dilemma. Clear description of what you learned and how this impacted your perspective on the case or situation. <b>(18-20 points)</b>	Some evidence of consultation, but perhaps only one consult and/or unclear as to how this impacted your perspective on the case or situation.  <b>(14-17 points)</b>	Consultation occurred, but lacking in how this impacted your perspective of the case or situation.  <b>(8-13 points)</b>	Unclear as to who was consulted or what impact this had on your understanding of the case or situation.  <b>(1-7 points)</b>	No evidence of consultation included in the paper.  <b>(0 points)</b>	
<b>Make the decision/document the process.</b>  <b>Monitor, evaluate, document decision.</b>  <b>OR</b>  <b>Hypothetically consider those issues</b> <b>10 points</b>	Thorough, concise. If you were able to follow this through to completion, your evaluation demonstrates critical thinking. If you were hypothetical, you were able to consider the “mights” in a creative way.  <b>(9-10 points)</b>	Good effort, but not enough specifics about how you made the decisions and monitored the process or the standard by which you evaluated it. (Or would monitor and evaluate it, as could be the case.)  <b>(7-8 points)</b>	Decision identified, but with little to no description about how you evaluated it or the outcome overall.  <b>(5-6 points)</b>	Vague and incomplete.  <b>(1-4 points)</b>	Not included in paper.  <b>(0 points)</b>	
<b>Critically reflect on Reamer’s guidelines for making ethical decisions.</b>  <b>10 points</b>	Accurate citations, and clear evidence that you read and understood Reamer’s guidelines. Great overall analysis of how these were	Accurate citations, and evidence of comprehension, but not entirely clear in your analysis of how these guidelines were	Inaccurate reflections on Reamer’s guidelines, and/or incomplete descriptions of how these were useful or	Vague and without evidence that you read or understood Reamer’s guidelines. Little to no description of	Not included in paper.	

	useful or not useful in your process. <b>(9-10 points)</b>	useful or not useful in your process. <b>(7-8 points)</b>	not useful in your process. <b>(5-6 points)</b>	how the guidelines were useful or not useful in your process. <b>(1-4 points)</b>	<b>(0 points)</b>	
<b>Writing Style/Formatting</b>  <b>10 points Total</b>	Appropriate APA style citations, complete sentences, correct spelling, and grammatical accuracy. Flow of writing is smooth.  <b>(9-10 points)</b>	Some grammatical and/or spelling errors. Clear functional sentences. Appropriate citations.  <b>(7-8 points)</b>	Functional but awkward at times, significant spelling and/or grammatical errors, citations present but inaccurately used.  <b>(5-6 points)</b>	Confusing, poor sentence structure, spelling and/or grammar poor, citations lacking.  <b>(1-4 points)</b>	Incoherent  <b>(0 points)</b>	



# APPENDIX E: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- MIDTERM

## TO BE COMPLETED ON IPT

### Calvin University Bachelor of Social Work Program

Name of Intern: \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

*Instructions for Rating Student Interns on the 11 Competencies:*

- Supervisors are expected to complete a midterm evaluation in November or December.
- Supervisors will receive the evaluation from the field liaison and/or student several weeks before it is due. The supervisor should make every effort to review the completed evaluation individually with the student before the faculty liaison field visit.
- These evaluations should be both *formative* and *evaluative*. In other words, we expect supervisors to review evaluations in detail with students, discussing strengths and weaknesses, pointing out areas for improvement, and pointing out areas that have not been addressed.
- The standard by which an intern is to be compared is that of a new beginning-level social worker (BSW). The 11 competencies that are specified in the learning contract and evaluation form are those established by our national accrediting organization (the Council on Social Work Education) plus two that are specific to Calvin University’s BSW program. Under each competency statement are several items (practice behaviors) that we ask that you rate according to the following criteria.
- At the midterm evaluation, it is possible that students have not completed tasks on certain competencies. At the midterm, it is appropriate to mark “not observed” if this is the case. By the final evaluation, a student should be rated on each practice behavior.

*Please keep in mind the following expectations for student performance. Students should be rated on a scale of 1-5 on every practice behavior.*

	Rating	Notes
5	Excellent competency	It would be unusual for a student to receive a “5” at the midterm evaluation.
4	Strong competency	At the midterm, a “4” would be “very good.”
3	Basic competency	At the midterm, a “3” would be considered an appropriate or good level of competency. At the final evaluation, a “3” would be slightly below program expectations.
2	Emerging competency	
1	Lacks competency	
N/O	Not Observed	The student/intern has not had the opportunity to demonstrate competency in this area.

Each section begins with the core competency and ratings will be made for each practice behavior (PB). Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty liaison has the responsibility of assigning the grade for the course. For information about grades, please see the course syllabus.

**Circle the number that best describes your assessment of the intern:**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>						
<b>Practice Behaviors</b>						
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5	N/O
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	N/O
1.3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	N/O
1.4. Use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	N/O
1.5. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 2: Engage Diversity and Difference in Practice</b>						
<b>Practice Behaviors</b>						
2.1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5	N/O
2.2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5	N/O
2.3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>						
<b>Practice Behaviors</b>						
3.1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1	2	3	4	5	N/O
3.2. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>						
<b>Practice Behaviors</b>						
4.1. Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	N/O
4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	N/O
4.3. Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 5: Engage in Policy Practice</b>						
<b>Practice Behaviors</b>						
5.1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1	2	3	4	5	N/O
5.2. Assess how social welfare and economic policies impact the delivery of and access to social services;	1	2	3	4	5	N/O

5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	N/O
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**Evidence:**

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
<b>Practice Behaviors</b>						
6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1	2	3	4	5	N/O
6.2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
<b>Practice Behaviors</b>						
7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1	2	3	4	5	N/O
7.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1	2	3	4	5	N/O
7.3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1	2	3	4	5	N/O

7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	N/O
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**Evidence:**

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
<b>Practice Behaviors</b>						
8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5	N/O
8.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1	2	3	4	5	N/O
8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1	2	3	4	5	N/O
8.4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1	2	3	4	5	N/O
8.5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	N/O

**Evidence:**

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
<b>Practice Behaviors</b>						
9.1. Select and use appropriate methods for evaluation of outcomes;	1	2	3	4	5	N/O
9.2. Apply knowledge of human	1	2	3	4	5	N/O

behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;						
9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1	2	3	4	5	N/O
9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5	N/O

**Evidence:**

Overall Evaluation at Midterm
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Please check one of the following at the midterm evaluation.

<i>Please read the following comments and assess the intern by placing an X in the box following the appropriate assessment of your intern</i>	<i>X</i>
This intern demonstrates excellent competency in the field placement at the mid-point of the placement.	
This intern demonstrates strong competency in the field placement at the mid-point of the placement.	
This intern demonstrates basic competency in the field placement at the mid-point of the placement.	
This intern demonstrates emerging competency in the field placement at the mid-point of the placement.	
This intern does not demonstrate competency in the field placement at the mid-point of the placement. There is considerable concern that this intern will not be competent for beginning level social work practice by the end of placement.	

**Comments/elaboration:**

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

*The following section should be completed by intern:*

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<i>Place an X after the appropriate response</i>	<i>X</i>
I agree with the evaluation	
I disagree with the evaluation	

Intern Name \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy both to the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

# APPENDIX F: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION- FINAL

## TO BE COMPLETED ON IPT

### Calvin University Bachelor of Social Work Program

Name of Intern: \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

*Instructions for Rating Student Interns on the 11 Competencies:*

- Supervisors are expected to complete a final evaluation in April or May.
- Supervisors will receive the evaluation from the field liaison and/or student several weeks before it is due. The supervisor should make every effort to review the completed evaluation individually with the student before the faculty liaison field visit.
- These evaluations should be both *formative* and *evaluative*. In other words, we expect supervisors to review evaluations in detail with students, discussing strengths and weaknesses, pointing out areas for improvement, and pointing out areas that have not been addressed.
- The standard by which an intern is to be compared is that of a new beginning-level social worker (BSW). The 11 competencies that are specified in the learning contract and evaluation form are those established by our national accrediting organization (the Council on Social Work Education) plus two that are specific to Calvin University’s BSW program. Under each competency statement are several items (practice behaviors) that we ask that you rate according to the following criteria.
- By the final evaluation, a student must be rated on each practice behavior.

*Please keep in mind the following expectations for student performance. Students should be rated on a scale of 1-5 on every practice behavior.*

	Rating	Notes
5	Excellent competency	At the final evaluation, a “5” would indicate going above and beyond expectations for the BSW-level.
4	Strong competency	At the final field evaluation, the BSW program aims for all students to achieve a “4” on all practice behaviors.
3	Basic competency	At the final evaluation, a “3” would be slightly below program expectations.
2	Emerging competency	
1	Lacks competency	

Each section begins with the core competency and ratings will be made for each practice behavior (PB). Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty liaison has the responsibility of assigning the grade for the course. For information about grades, please see the course syllabus.

**Circle the number that best describes your assessment of the intern:**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>					
<b>Practice Behaviors</b>					
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5
1.3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5
1.4. Use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5
1.5. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5

**Evidence:**

<b>Competency 2: Engage Diversity and Difference in Practice</b>					
<b>Practice Behaviors</b>					
2.1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5
2.2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5
2.3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5

**Evidence:**

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>					
<b>Practice Behaviors</b>					
3.1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1	2	3	4	5
3.2. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5

**Evidence:**

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>					
<b>Practice Behaviors</b>					
4.1. Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5
4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5
4.3. Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5

**Evidence:**

<b>Competency 5: Engage in Policy Practice</b>					
<b>Practice Behaviors</b>					
5.1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1	2	3	4	5
5.2. Assess how social welfare and economic policies impact the delivery of and access to social	1	2	3	4	5

services;					
5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5

**Evidence:**

<b><u>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</u></b>					
<b><u>Practice Behaviors</u></b>					
6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1	2	3	4	5
6.2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5

**Evidence:**

<b><u>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</u></b>					
<b><u>Practice Behaviors</u></b>					
7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1	2	3	4	5
7.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1	2	3	4	5
7.3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	1	2	3	4	5

and					
7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5

**Evidence:**

<b><u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</u></b>					
<b><u>Practice Behaviors</u></b>					
8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5
8.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1	2	3	4	5
8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1	2	3	4	5
8.4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1	2	3	4	5
8.5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5

**Evidence:**

<b><u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u></b>					
<b><u>Practice Behaviors</u></b>					
9.1. Select and use appropriate methods for evaluation of	1	2	3	4	5

outcomes;					
9.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1	2	3	4	5
9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1	2	3	4	5
9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5

**Evidence:**

**Further Comments/elaboration:**

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

*The following section should be completed by intern:*

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<i>Place an X after the appropriate response</i>	<i>X</i>
--	----------

I agree with the evaluation	
I disagree with the evaluation	

Intern Name \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy both to the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

## **APPENDIX G: STUDENT'S EVALUATION OF FIELD EDUCATION SITE AND INSTRUCTOR**

**To be completed on IPT**

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Semester(s) of Placement: \_\_\_\_\_

### **PART I: AGENCY LEARNING ENVIRONMENT**

A. Orientation and Training Procedures (Complete A. during 1st semester of field education only)

1. Did you receive an agency orientation?  Yes  No
2. Check those topics that were covered in the orientation and training period:
  - Introduction to staff
  - Individual staff responsibilities
  - Tour of agency/physical layout
  - Your physical work space
  - Agency structure
  - Agency policies and procedures
  - Agency goals, objectives and philosophy
  - Agency programs and services
  - Agency client demographics
  - Characteristics of community served
  - Community resources

- Your roles and responsibilities as an intern
- Observation of staff
- Discussion of supervision process
- Review of agency Confidentiality Policy
- Safety issues in the field

3. Evaluate the extent to which the orientation process was helpful, including recommendations for changes.

**B. Physical Setting**

1. Check as many of the following as apply. I had:

- a place to store materials
- a permanent desk at which to work
- an office of my own
- an office with other people
- access to a phone
- access to get supplies as I needed them
- a place to conduct confidential business

2. Comment on the following: To what extent did you feel physically and psychologically part of the agency staff, including availability of other staff for providing assistance to you?

**C. Learning Opportunities and Responsibilities**

1.	Were learning experiences relevant to your learning needs as outlined on the learning contract?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	Explain:			
2.	Did the assignments call for a level of skill appropriate to your development?	<input type="checkbox"/> Yes	<input type="checkbox"/> Too High	<input type="checkbox"/> Too Low
3.	Discuss what portion of your time was spent in direct work with individuals, families, groups, organizations or community groups.			

4.	Describe your own growth in this placement (personal and professional) in terms of knowledge, skills, and values.	
5.	To what extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual work situations?	

*(Note: Information up to this point will be available for future BSW students to review as they consider field education site selection)*

**PART II: FIELD EDUCATION INSTRUCTION**

A. How often were regular planned supervisory conferences held?

- Every week
- Every two weeks
- Every month
- Other (specify):

Specify duration of conferences:

B. Evaluate the extent to which the supervisory conferences were helpful, including recommendations for change.

C. Please rate your fieldwork instructor using the following scale.

		Exceptional	Good	Unsatisfactory	N/A
a.	Facilitated the process of integration into the agency system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Encouraged & supported responsible decision-making concerning attendance at staff meetings, seminars and conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Encouraged critical assessment, appraisal and evaluation of my work with clients & understanding and use of agency policy and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Facilitated learning of specific practice skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Encouraged identification with professional values and encouraged professional behavior consistent with those values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Was clear and consistent about the expectations of this placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Was aware of academic content and helped the integration of class and field experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Provided clear, understandable feedback on an on-going basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Was accessible to answer my questions and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: Please make any comments or examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for change, etc.).

**PART III: SUMMARY**

A. Describe one or two experiences which you felt were valuable and state what you learned from those experiences.

B. Would you recommend that students be placed in this agency in the future? Why or why not?

C. Would you recommend that your field instructor be assigned students in the future? Why or why not?

D. What, if anything, would you like to see changed in your placement?

SIGNATURE:

Student \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX H: NON-DISCRIMINATION POLICY

The SWPC has adopted the following statement on non-discrimination:

The Calvin University bachelor of social work program, convinced that all persons are created in the image of God, affirms the worth and dignity of all persons.

Consequently, the program is committed to operating in all respects without discrimination on the basis of race, color, ethnicity, age, religion, national origin, citizenship, ability status, political affiliation, marital status, sex, gender identity or expression, and sexual orientation.

In regard to creed, the program appoints social work faculty who are committed to and articulate the mission of the University and the goals of the BSW program.

Although the social work program welcomes direct complaints, we recognize the power differentials, and would encourage individuals to go directly to Safer Spaces to report an incident or concern related to discrimination, harassment or retaliation (see <https://calvin.edu/offices-services/safer-spaces/>). Safer Spaces includes the goals based on Title IX to eliminate discrimination and violence based on sex, but goes beyond Title IX to include all instances of discrimination, harassment and retaliation based on

race, gender identity, sexual orientation, national origin, ability and all other protected groups on Calvin's campus and in the wider Calvin community. Students are encouraged to discuss their concerns or complaints with other staff on campus who might support them in this reporting process, such as staff in ISDO, the Sexuality Series, or the Center for Counseling and Wellness, for example.

Any person formally associated with Calvin's BSW program (i.e., faculty, field instructor, student, support staff) who believes that they have been discriminated against has the right, and is urged, to make a complaint to the social work program director. The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, field placement procedures and assignments, classroom and field placement interactions, grades, field evaluations, faculty advising, and student organization. The director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the University administration, such as the academic dean, formally empowered to respond to such complaints.

# APPENDIX I: FIELD EDUCATION AFFILIATION AGREEMENT

THIS AGREEMENT by and between the Calvin University Social Work Program, hereafter called "Program," and

---

, hereafter called "Agency."

Ref:

---

(student name)

WHEREAS, the Program, in order to meet the competencies of its baccalaureate program in Social Work, desires the privilege of providing a professional social work field education in the Agency, and

WHEREAS, the parties desire to set forth the essential points of their agreement in writing,

NOW, THEREFORE, it is understood and agreed between the parties as follows:

## I. The Department:

- a. recognizes field education experience in the Agency as partial fulfillment of the requirements for the B.S.W. Degree. The Department agrees to provide necessary training of Agency Supervisors and to keep the Agency advised concerning the objectives of the program. The Department's field education policies and procedures, as delineated in the Calvin University Social Work Field Education Manual, are part of this affiliation agreement. The Department agrees to provide the Agency with a Social Work Field Education Manual.
- b. is responsible for the selection of students for field education placement subject to the approval of the Agency. The Department will advise students of the expectation that they fulfill field education obligations to the Agency. At a minimum, this includes completion of 400 agency-based field education hours during the period of placement. Students are permitted to rearrange the hours of field education during

final examinations, subject to discussion and approval of the Agency Supervisor. The Department will provide the Agency with the Department's Field Education Calendar.

- c. will assign a faculty liaison to each student and agency supervisor. The liaison will conduct an on-campus weekly seminar with students to augment the field education experience. They will maintain regular contact with the field agency, including no less than two supervisory visits per academic year. The liaison is responsible for the assignment of the student's grade after consultation with the Agency Supervisor.
- d. agrees to indemnify and save harmless the Agency from any and all liability occasioned by actions of students and/or faculty in the performance of this Agreement and from any liability asserted against the Agency by a student and/or faculty member for worker's compensation, illness, or other claim which might be asserted against it by students and/or faculty arising out of the Agreement.

## II. The Agency:

- a. agrees to provide students with an educationally sound field education experience, based in the generalist model of social work practice, under the supervision of a qualified Agency Supervisor.
- b. will provide the use of its facilities and the availability of clients and resources appropriate to meet the student's learning objectives.
- c. will interpret its programs and policies to the Department's faculty and keep them updated in relation to changes.
- d. will provide students with an orientation to its philosophy, policies, and procedures.
- e. agrees to make available the necessary office space and other required facilities, including travel expense reimbursement for agency-related assignments, necessary to complete assignments. Students are not employees and the Agency agrees not to use

students to substitute or displace employees in whole or in part.

- e. agrees to provide an Agency Supervisor who meets the Department's qualifications. The Agency further agrees to provide the Agency Supervisor sufficient time for student instruction and for attendance at meetings offered by the Department. The Agency Supervisor is responsible for providing regular supervision (minimally, one hour per week of supervision) of the student in accord with the policies of the Department, including written semester evaluations on the student's progress.
- f. complies with Federal Equal Opportunity regulations.
- g. agrees to indemnify and save harmless the Department from any and all liability occasioned by actions of the Agency, the field education instructor, and staff in the delivery of social work services.

III. The Agency, in consultation with the Field director, shall have the right to request the termination or withdrawal of any student whose performance may be unsatisfactory to the Agency. The Department shall have the right to remove a student from a placement if determined to be in the Department's and/or student's best interest.

IV. There shall be no monetary consideration paid by either party to the other, it being acknowledged that the program provided hereunder is mutually beneficial. The parties shall cooperate in administering this program in a manner which will tend to maximize the mutual benefits provided to the Department and Agency, to the end that the Department can offer its students beneficial experiences and the Agency can benefit through exposure of its staff to advances in the field of social work, by aiding in the growth and development of the profession, and through the potential for recruitment of future employees.

V. This Agreement shall be effective as of September 1, 2020, and shall continue in effect through September 1, 2021, at which time it shall be subject to review and renewal.

VI. This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, are hereby merged into this Agreement.

IN WITNESS WHEREOF, under authority of their governing bodies, the parties hereto have affixed their signatures.

Agency:

\_\_\_\_\_

Date: \_\_\_\_\_

Agency Administrator:

\_\_\_\_\_

Date: \_\_\_\_\_

Field Instructor:

\_\_\_\_\_

Date: \_\_\_\_\_

Director of the Social Work Program:

\_\_\_\_\_

Date: \_\_\_\_\_

Field director:

\_\_\_\_\_

Date: \_\_\_\_\_

Please return to: Kristen Alford via mail (Department of Sociology and Social Work, Calvin University, 3201 Burton St. SE, Grand Rapids, MI 49546) or email ([kadmir42@calvin.edu](mailto:kadmir42@calvin.edu)).

## APPENDIX J: FIELD AGENCIES

17<sup>th</sup> Circuit Court  
180 Ottawa Avenue NW  
Grand Rapids, MI 49503

Affinity Mentoring  
3501 Fairlanes Ave SW  
Grandville, MI 49418

Arbor Circle  
1115 Ball Avenue NE  
Grand Rapids, MI 49505

Bethany Christian Services  
901 Eastern Ave NE  
Grand Rapids MI 49503

Cherry Health  
550 Cherry St. SE  
Grand Rapids, MI 49503

Family Promise  
516 Cherry St. SE  
Grand Rapids, MI 49503

Fresh Coast Alliance  
1190 Apple Ave.  
Muskegon, MI 49442

Gilda's Club  
1806 Bridge Street NW  
Grand Rapids, MI 49504

GR Pride Center  
343 Atlas Avenue SE  
Grand Rapids, MI 49506

Head Start  
2626 Walker Ave NW  
Grand Rapids, MI 49544

Healthy Homes Coalition of West Michigan  
1545 Buchanan Ave SW #2  
Grand Rapids, MI 49507

HQ  
320 State Street SE  
Grand Rapids, MI 49503

Holland Home  
2100 Raybrook SE Suite 300  
Grand Rapids, MI 49546

Ingenium  
2010 Kalamazoo Ave SE  
Grand Rapids, MI 49547

Inner City Christian Federation  
920 Cherry St SE  
Grand Rapids, MI 49506

Justice for Our Neighbors  
207 Fulton Street E, Suite 3101  
Grand Rapids, MI 49503

Kent School Services Network  
1633 East Beltline NE, Suite 205  
Grand Rapids, MI 49525

Mel Trotter Ministries  
225 Commerce Ave  
Grand Rapids, MI 49301

Red Project  
401 Hall St. SE  
Grand Rapids, MI 49507

Samaritas  
207 Fulton St. E #4  
Grand Rapids, MI 49503

Senior Neighbors  
678 Front Avenue NW - Suite 205  
Grand Rapids, MI 49504

Wellspring Lutheran Services  
1715 Sutherland Dr. SE  
Kentwood, MI 49508

## **APPENDIX K: CALVIN UNIVERSITY BSW ADVISORY BOARD**

David Ames	Kent ISD
Regina Archie	Mel Trotter Ministries
Geoffrey Beene	Grand Rapids Community College
Chris Burgess	Kent County 17 <sup>th</sup> Circuit Court
John Carman	ICCF
Nick De Boer	Pine Rest Christian Mental Health Services
Anissa Eddie	KConnect/First Steps Kent
Matthew Kuzma	Department of Human Services
Dana Price	The Change Studio
Judi Ravenhorst Meerman	Kuyper College
Christ Romero	Home Repair Services of Kent County
Emma Schaub	Bethany Christian Services
Savator Selden-Jo	Department of Human Services
Ali Short	Spectrum Health
Aubree Thompson	Pine Rest Christian Mental Health Services
Rachel VerWys	Solutions to End Exploitation (SEE)
Brie Walter-Rooks	Pine Rest Christian Mental Health Services

## APPENDIX L: SOCIAL WORK FACULTY

### Calvin University Bachelor of Social Work Program

- Kristen Alford PhD, MPH (Michigan State University), MSW (University at Albany, State University of New York); previously worked for the New York State Department of Health, focusing on cancer, arthritis, and osteoporosis; research interests include access to clean water, quality of life and cancer treatment, aging and health, and infectious disease. Dr. Alford teaches Human Behavior and the Social Environment, Social Welfare Policy Analysis, Social Work Field Education Seminar, and Public Health Capstone.
- Cheryl Brandsen Ph.D. (Michigan State University), M.S.W. (University of Michigan); Worked for several years as a Pregnancy Services Specialist at Bethany Christian Services doing counseling, in-service training, and administration. Has taught Human Behavior and the Social Environment, Introduction to Social Work and Social Welfare, Social Gerontology, and Sociology of the Family and now serves as Provost of Calvin University.
- Stacia Hoeksema M.S.W. (University of South Florida), L.M.S.W. (State of Michigan) Primary practice experience with Bethany Christian Services in Romania; in-home family counseling with the Florida Department of Children and Families; medical social work; hospice work; outpatient counseling; support group facilitation; anti-racism training and organizational coaching. Professor Hoeksema teaches the Helping Interview, Generalist Practice with Individuals, Families, and Groups, and Social Work Practicum.
- Joseph Kuilema Ph.D. (Michigan State University), M.S.W. (University of Michigan); Practice experience includes community development work with CRWRC in Nigeria, concentrated on micro-lending and clean water, as well as community organization with Michigan Peaceworks, assisting youth activist networks in Ann Arbor and the metro Detroit area on issues of military recruiting in schools. Dr. Kuilema worked for eight summers with Camp Tall Turf, in roles ranging from a frontline counselor to the year-round camp director. Currently teaches Global Issues and Perspectives in Social Work, Generalist Practice with Organizations and Communities, the Integrative Seminar, and the Social Work Field Seminar.
- Elisha Marr Ph.D. (Michigan State University); Research interests include transracial adoption, intersections of race, class and gender, media and popular culture, policy. Dr. Marr teaches Diversity and Inequality in the United States.
- Mark Mulder Ph.D. (University of Wisconsin-Milwaukee); Has research and teaching experience in urban sociology and social problems. Dr. Mulder teaches Diversity and Inequality in the United States. He currently serves as the Department Chair of the Sociology and Social Work Department.
- Rachel Venema Ph.D. (University of Illinois at Chicago), M.S.W. (University of Michigan); Practice experience in local program evaluation; research interests include criminal justice system responses to violence, sexual assault prevention, and international collaborations in social work. Dr. Venema teaches Introduction to Social Work and Social Welfare, Social Science Statistics, Social Research, Diversity & Inequality in the United States, the Social Work Field Seminar, and currently serves as the social work program director.

# APPENDIX M: ACADEMIC CALENDAR 2020-2021

2020-2021 ACADEMIC CALENDAR

FINAL AS OF 05/29/2020



See the [FAQ](#) regarding changes to this calendar

## The Fall Semester 2020

August	18-19	Tuesday-Wednesday	New Faculty Orientation
	24	Monday	Fall Conference for Faculty and Staff
		TBD	Residence halls open for first year and transfer students only; Quest begins
	28	Friday	<b>**Opening Convocation, 4:30-5:30 p.m.</b>
September		TBD	Residence halls and Knollcrest East apartments open for returning students
	1	Tuesday	Fall semester classes begin; Fall 1 8-week session begins
October	7	Monday	Labor Day – CLASSES IN SESSION
	3	Saturday	<b>**Class of 2020 Commencement Celebration</b>
	8	Thursday	Academic Advising and mini-break – no classes
	12	Monday	Full Faculty Assembly 7:00 p.m. – <b>faculty attendance required</b>
	21	Wednesday	Academic Advising and mini-break – no classes
November	23	Friday	Fall 1 8-week session ends
	26	Monday	Fall 2 8-week session begins
	3	Tuesday	Academic Advising and mini-break – no classes
	24	Tuesday	Last day of in-person instruction
	25-27	Wednesday-Friday	Thanksgiving break – no classes
December	30	Monday	Online instruction begins
	7	Monday	<b>Wednesday class schedule in effect</b>
	8	Tuesday	<b>Thursday class schedule in effect</b>
	9	Wednesday	Study day – no classes
	10	Thursday	Examinations begin 9:00 a.m.
	16	Wednesday	Examinations end and Christmas vacation begins 10:00 p.m.

## The Interim 2021

January	5	Tuesday	Winter 1 8-week session begins
	6	Wednesday	Interim term begins 8:30 a.m.
	26	Tuesday	Interim term ends 5:00 p.m.
	27-29	Wednesday-Friday	Interim break – no classes

## The Spring Semester 2021

February	1	Monday	Spring semester classes begin; half semester courses begin
	26	Friday	Winter 1 8-week session ends
March	1	Monday	Winter 2 8-week session begins
	15-19	Monday-Friday	Spring break – no classes
	26	Friday	First half-semester courses end
April	29	Monday	Second half-semester courses begin
	2-5	Friday-Monday	Good Friday, Easter Monday break – no classes
	20-21	Tuesday-Wednesday	Academic advising / no classes
May	23	Friday	Winter 2 8-week session ends
	13	Thursday	<b>Friday class schedule in effect</b>
	14	Friday	Study day – no classes
	14	Friday	Examinations begin 6:30 p.m.
	20	Thursday	Examinations end 4:30 p.m.
	21	Friday	<b>**Honors Convocation 7:00 p.m.</b>
22	Saturday	<b>**Commencement ceremony 2:00 p.m.</b>	

**\*\*Indicates events at which faculty attendance is expected in full academic regalia.**

Start September 1, end in-person classes by Thanksgiving, 16-week semester, 8-week half-semester sessions shown in parallel